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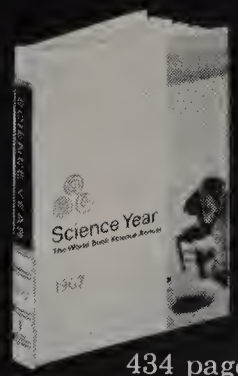

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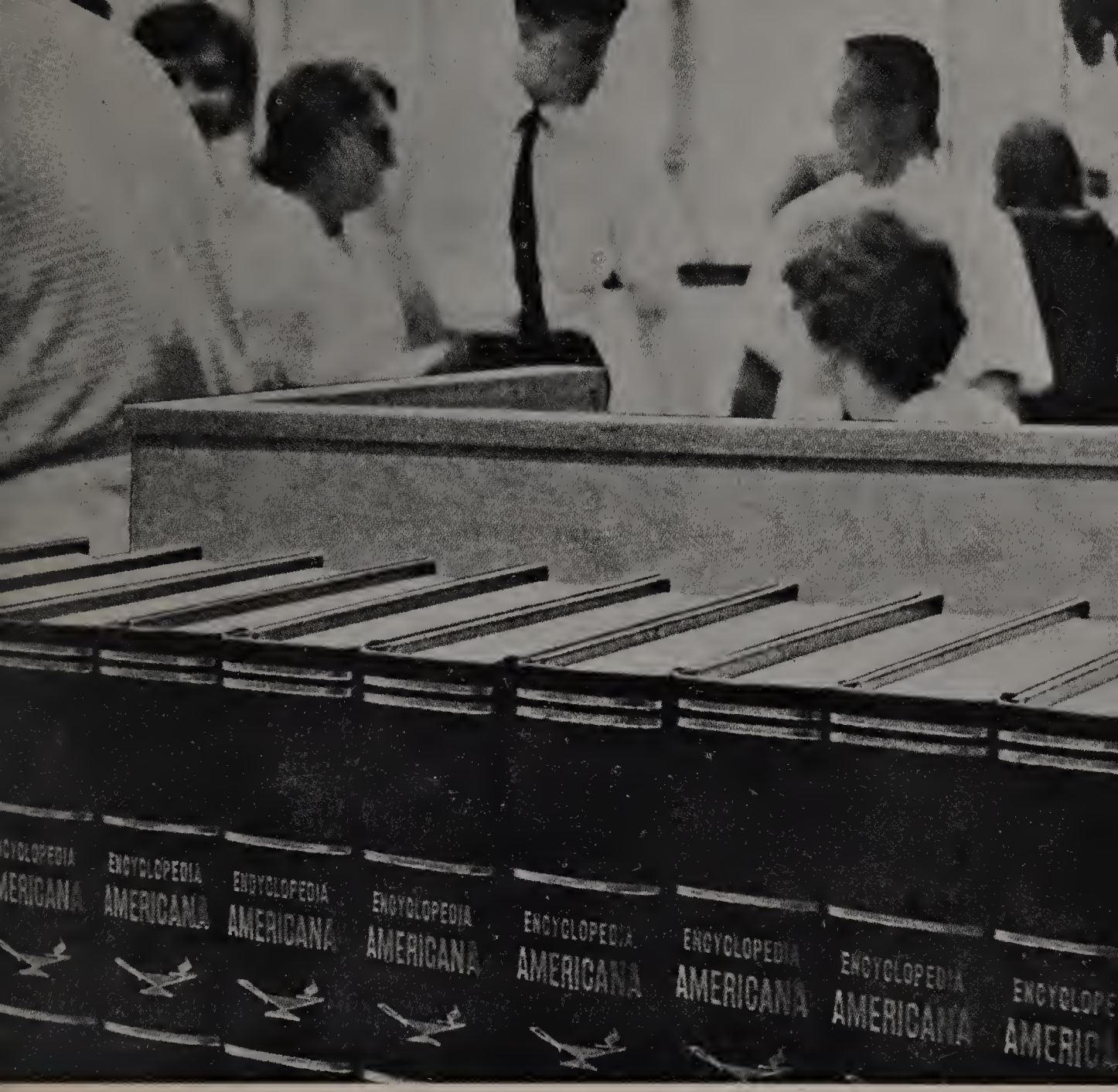

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LETTERS TO THE ASSOCIATION

The H. W. Wilson Foundation Inc.
950 University Avenue
Bronx, New York 10452

September 14, 1967

Mr. M. Richard Wilt, Executive Director
Catholic Library Association
461 West Lancaster Avenue
Haverford, Pennsylvania 19041

Dear Mr. Wilt:

I am happy to tell you that the Directors of The H. W. Wilson Foundation, Inc., have voted to make a contribution of $1,000.00 to the Catholic Library Association Scholarship Fund, and to enclose our check in this amount.

We should like this contribution to be a testament both to our affection and admiration for Father Bouwhuis, and as well to our long and enduring friendship with the Catholic Library Association. You have selected the perfect memorial for Father Bouwhuis.

With every good wish for your continued success in this most deserving field of library endeavor.

Cordially, yours,
Howard Haycraft (s)
President

Catholic Library Association
461 W. Lancaster Avenue
Haverford, Pennsylvania

September 18, 1967

Mr. Howard Haycraft
President
The H. W. Wilson Foundation Inc.
950 University Avenue
Bronx, New York 10452

Dear Mr. Haycraft,

My return from vacation today was made especially enjoyable when I read your letter of September 14, 1967, regarding The H. W. Wilson Foundation's contribution of $1,000.00 to the Reverend Andrew L. Bouwhuis Scholarship.

The Foundation's generosity to the Catholic Library Association is unparalleled and CLA's gratitude is equally heartfelt. The $1,000.00 contribution will go a long way to perpetuate the memory of Father Bouwhuis.

With kindest personal regards.

Sincerely yours,
Matthew R. Wilt (s)
Executive Director

LIBRARIANS

If you are interested in the position of School Library Supervisor and have had proper educational requirements, also school library experience contact:

CLA Headquarters, School Library Consultants
461 W. Lancaster Ave.
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* * * *

AMONG OUR MEMBERS

THE ONTARIO UNIT met Saturday October 14, 1967 at St. Joseph's Morrow Park, Willowdale, Ontario.

THE ALBANY UNIT held its meeting on October 7th. Reverend Laurence A. Hardy, O.F.M., spoke on "Non-Western Material in the School Library".

NECROLOGY

MOTHER MARY CATHERINE, S.H.C.J., Sharon Hill, Pa.

SISTER M. EYMARD, C.S.J., Englewood Cliffs, N.J.

R.I.P.

AN APOLOGY

The name of Sister Josefita Maria, O.S.F., Our Lady of Mt. Carmel Convent, Baltimore, Maryland was inadvertently omitted from the CLA HANDBOOK AND MEMBERSHIP DIRECTORY. She is a member of long standing.

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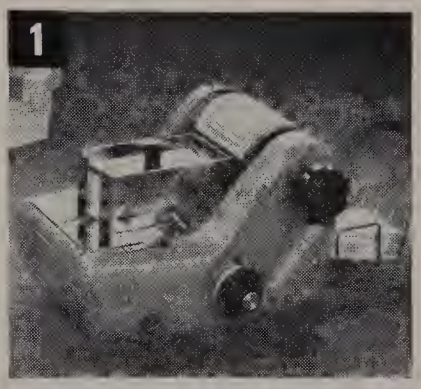

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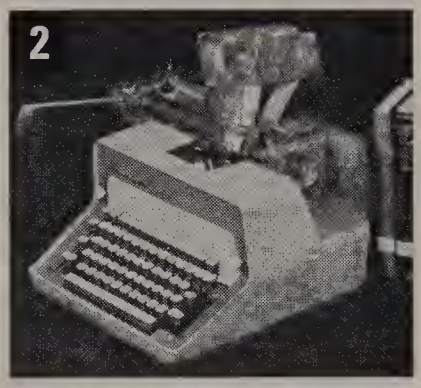

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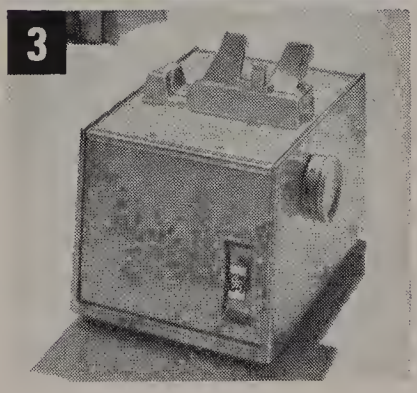

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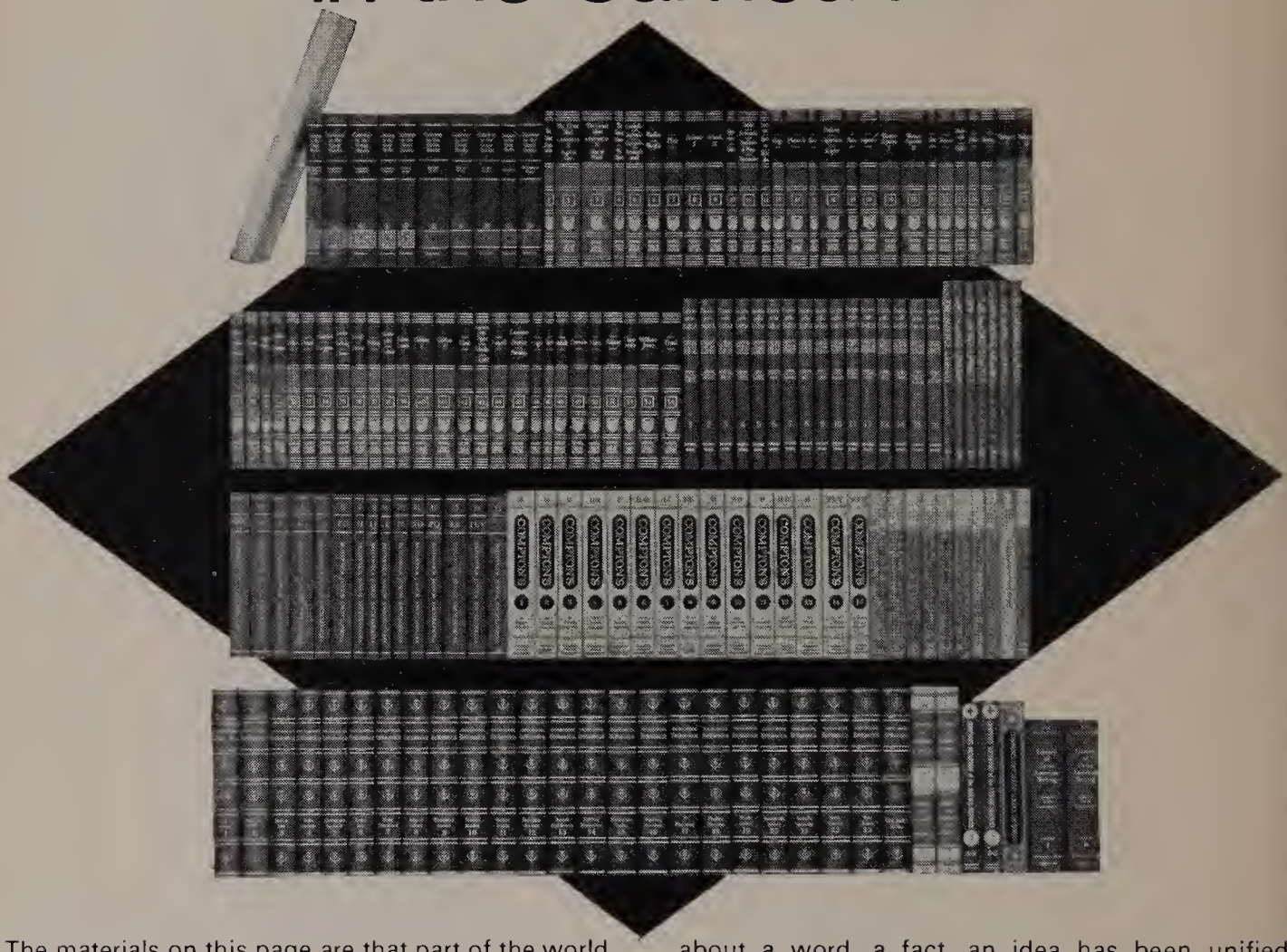

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Included are: *Encyclopaedia Britannica; Compton's Encyclopedia; Britannica Junior Encyclopaedia; Great Books of the Western World; Gateway to the Great Books; Britannica World Atlas—International; Compton's Dictionary of the Natural Sciences; Compton's Illustrated Science Dictionary; Enciclopedia Barsa; Britannica Library of Great American Writing; Compton's Beginner's Bookshelf.*

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The Editor's Desk

SCHOOL LIBRARY CONSULTANTS

Who says the Catholic Library Association is stagnant? Who says that we move too slowly, or that we do not carry enough weight? Critics would do well to keep an eye on the new School Library Consultants Section. The members of this section are singularly competent people who have been chosen either by their superintendents or superiors to act as advisors on libraries both to the administration and to those who work in school libraries. The School Library Consultants have foregone the satisfaction of working with the individual child so that they may help all the parochial school children within their jurisdiction to have an opportunity to use a school library. Each member of the section is making every effort to keep superintendents and religious superiors informed. As a professional group they are willing to share their know-how with those who feel the need for coordinating libraries but do not know where to turn. The consultants are busy people, almost overwhelmed with the demands of their positions, but they have agreed to answer requests made for assistance.

Their first effort to publicize the services of this new section was through a letter sent to all superintendents of parochial schools. This letter was followed by a pre-print of pages 187-194 of this issue. The articles excerpted for this pamphlet were written expressly for it from different points of view, with the hope of alerting administration to the advantages of including a full-time professional school library consultant on their staff. The complete articles by these consultants will appear in succeeding issues of the CATHOLIC LIBRARY WORLD.

In order to make sure that the pre-print reaches those in administrative positions, anyone who has an opportunity, should make a point of mentioning the pamphlet to administrators and of encouraging its reading. Until enough librarians can be trained, library technicians will be called upon to fill the gap in school libraries. In our elementary schools, especially, through workshops and courses many volunteers have learned the elementary rules of cataloging. These volunteers should be encouraged to take courses in children's literature, and read the books in their libraries. How else can they help the children to secure the right book? In the October issue of the CATHOLIC LIBRARY WORLD a speech on bibliotherapy delivered at the 43rd annual CLA Convention explained how books could be used to help those disturbed in mind or spirit. In "Just Browsing" this month mention is made of a revised bibliography on the same subject by Vera Flandorf, a member of CLA. This gives one pause. Do we strive to give the right book to the right child, or are we too bogged down with detail to consider the individual at all?

LIBRARIANS' IMAGE

If we believe what the author and director of the screen version of *Up the Down Staircase* say, we must conclude that the patron is the last consideration of the librarian. True, the librarian was used as comic relief, but where did the director get the points on which to hang his case? Let us imagine the characteristics of our librarian:

She was overwhelmingly concerned about books as opposed to the needs of the child. One is not surprised that her only concern about the girl who leaped from the window, was the state of the library records. She added extra burdens to those already carried by the hopelessly bogged-down teacher. Far from being friendly and interested in the pupils, she repelled both faculty and students by her suspicions. Does the negative impact she made on the school present even an approximation of the true picture? How can each librarian create awareness of the help, the fun and the excitement that is to be had for the asking in any library? Certainly, it cannot be brought about while inflexible restrictions and senseless rules are allowed to dominate the scene. Correcting the image must be the personal concern of each librarian.

CLA CONVENTIONS

April 15-18, 1968, Hilton Hotel, St. Paul, Minn.; April 7-10, 1969, Roosevelt Hotel, New Orleans, La.; March 30-April 2, 1970, Statler Hotel, Boston, Mass.; April 12-13, 1971, Netherlands Hotel, Cincinnati, Ohio; April 3-6, 1972, Chicago, Ill.

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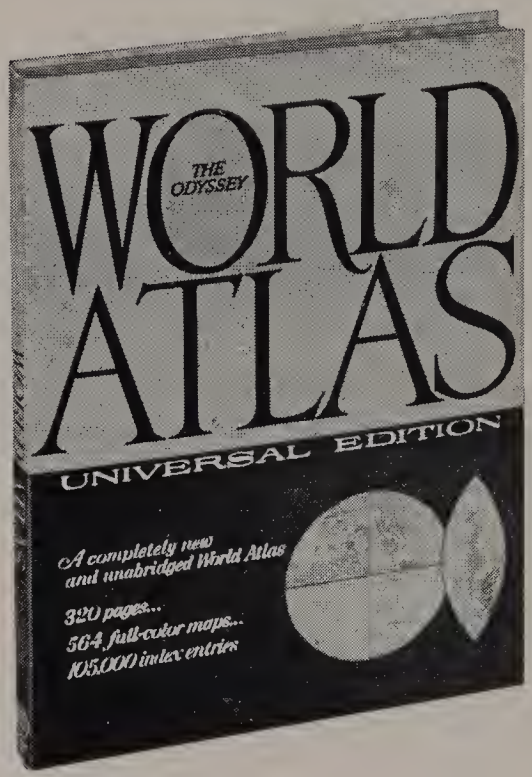

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SCHOOL LIBRARY CONSULTANTS

The Catholic Library Association through its School Library Consultants Section is willing to aid the dioceses and congregations to set up a Library Consultant's or Supervisor's program by offering advice and suggestions as to personnel who might be available in the area.

To help superintendents search for personnel, the Association offers to publicize in the CATHOLIC LIBRARY WORLD positions open for School Library Supervisors.

In addition, the section has compiled a list of resource persons who could be called upon to speak at meetings pertaining to this subject. Address inquiries to: CATHOLIC LIBRARY ASSOCIATION. SCHOOL LIBRARY CONSULTANTS, 461 W. Lancaster Avenue, Haverford, Pennsylvania 19041.

"The extent to which many children and young people of today will be creative, informed, knowledgeable, and within their own years, wise, will be shaped by the boundaries of the content of the library resources available within their schools."

American Association of School Librarians. Standards for School Library Programs. Chicago, American Library Association, 1960. p. 4.

". . . The development of our Diocesan Library Program is directly due to the remarkable work of our Diocesan Library Department Director. . . ."

Bishop John B. McDowell
Pittsburgh, Pa.

The Need for Diocesan School Library Supervision

BROTHER EMMETT CORRY, O.S.F., *Chairman*
School Library Consultants Section, CLA

Introduction: The Catholic Library Association has recently formed a School Library Consultants Section to work with administrators and to coordinate the experiences of professional librarians in the field. Through this section, the CLA offers to superintendents and administrators the benefit of the training and experience of its members in coping with the problems in school libraries.

A full time professional school library consultant, coordinator, supervisor or director is essential to every good library system. This coordinator cooperates with state authorities in supplementing library programs initiated by the schools. He also is in the best position to interpret the library program to the superintendent and principals of the school system, and to act as a liaison between the librarians and the superiors.

Through this brochure, the CATHOLIC LIBRARY ASSOCIATION hopes to offer some solutions to the problem of adequate library administration.

Reverend Jovian Lang, O.F.M.
President, Catholic Library Association

The School Library Consultants Section was formed at the 1967 CLA Convention with the purpose of giving assistance to school administrators and librarians in the development of effective school programs. The Section will also provide guidelines and practical assistance in raising the professional level of librarianship and in the implementation of federal programs.

It is increasingly evident to administrators that in order to provide material for the new trends in education, a library must be established in each school. Through ESEA Title II, and certain programs in Titles I and III, the National Government affirmed the belief of the people in the educational value of school libraries.

A survey of school libraries in the United States was conducted by the coordinators of the Brooklyn Diocese to determine the progress of the ESEA Title II program among the Catholic School Systems across the country. Eighty-nine responses were received from 145 questionnaires.

Four factors relevant to school libraries emerged from this survey: As a result of the Title II program, 1) Administrators have become more library conscious; 2) Central school libraries have been established for the first time

in many elementary schools; 3) Existing collections are being improved; 4) Established libraries are being evaluated.

The mushrooming of libraries brought the realization that in order to achieve any lasting benefits, librarians are needed to coordinate Title II and to act as consultants to schools within a given area. (Only seven of the returned questionnaires indicated that the Title II coordinator was a librarian and only four of these seven were free to devote full time to this important work.) ESEA Title II provides Federal money for libraries. The funds are administered by each state according to its own plan through the cooperation of public and private school agencies. Parochial schools representatives must be able to consult on a professional level with their peers in the state program. Therefore, it is hoped that each diocese will employ a Library Supervisor or Coordinator who will be released from all other duties to help schools to develop worthwhile library programs and provide consultant service to librarians. With the continuance of the Title II program, such a coordinator would act as liaison between the Catholic Superintendent and the Board of Public Education and those members of its professional staff who are responsible for the administration of Title II. The Parochial schools, particularly the elementary schools, need professional assistance from someone who will work closely with the Boards of Public Education in offering professional guidance from a central source in the selection of library materials. It will not be easy, however, to find such a person immediately. Therefore, the Consultants Section of CLA intends to function in the next few years as a clearing house for Administrators seeking help, and qualified school librarians able to offer that help. When an administrator sends a request for aid to CLA Headquarters, it will be forwarded to a member of the Consultants Section in one of four geographical areas. That area consultant will offer as much help as he can in view of his other commitments.

". . . Even without Title II, a diocesan library supervisor is now an absolute necessity if our schools are to function effectively."
Monsignor Edward T. Hughes
Philadelphia, Pa.

This new section of the Catholic Library Association will cooperate with the Supervisors Section of the American Association of School Librarians and the Division of Audio-visual Instruction of the National Education Association in their efforts to formulate the New Combined Standards for School Library Programs. Any cooperation within the competence of this section will be given to the National Catholic Educational Association.

When the School Library Consultants Section of CLA achieves the goals it has set for itself, school library service will be accepted because of the crucial role it plays in the total educational development of young pepole.

School Library Supervision in Action

Beatrice Turk
Library Supervisor
Board of Catholic Education
Cleveland, Ohio

Introduction: Opportunity for closer liaison between public and non-public school children and staff has been afforded all of us in education in the provisions of the Elementary and Secondary Education Act, and particularly Title II, which provides library resources. Public schools provide the leadership in the procurement of resources and also retain title to the materials. Likewise, public schools provide the general guidelines for the district's acquisition and administration of resources.

However, the rapport established between the public and non-public schools is probably as new and gratifying to us as it is in other communities engaged in similar efforts. The leaders of each school system learn something of the curriculum, resources, experiences, limitations and problems of the other, either directly through meetings and conversations, or through the handling of requisitions and attendant problems of administration.

In many communities, the public schools find it beneficial to the system as a whole to include in its administrative team a library supervisory staff. The liaison with parochial schools on Title II may provide insight so that non-public schools will consider establishing professional supervisory or consultant positions as a means of strengthening this aspect of their total school program. In our own district, the untrained personnel in schools seeks advice on selection, order, loan or inventory procedure from the school library supervisory staff. It is hoped that the efforts of public schools to provide professional library staff and central school libraries, both elementary and secondary, will inspire private and parochial schools to like efforts. So often it is the example of a system working successfully to establish professional positions or school libraries that spurs another system to pursue the same goals.

That our program in Title II has been one of harmony, that it provides materials for many children within the provisions of the Act, and that it has given those in leadership positions new insights is evident. I sincerely believe that a long-range and more significant result will come as school libraries, in public and private schools, achieve their true role as centers for learning resources in the individual school, in education generally, and in the community as a whole.

Paul W. Briggs, *Superintendent of Public Schools, Cleveland, Ohio*

On April 15, 1966 the Board of Catholic Education, Diocese of Cleveland, Ohio appointed a School Library Supervisor to coordinate existing libraries and organize school libraries. In the past twenty years the need for school libraries has become increasingly evident. By the spring of 1966, 147 elementary school libraries were established in the Diocese of Cleveland.

The immediate need was for guidance in book selection and coordination with the public school districts, so that all children might profit by Title II ESEA. The materials "on loan" to parochial children should be the finest material available to all children.

The book selection guidance was supplied by a 40 page bibliography of curriculum needs starred and double starred for first choice. The two basic lists (one list for materials purchased with school funds, and one list for Title II, ESEA) were based on the selections of faculty members, subject supervisors, and curriculum requirements. The lists were culled, revised and then sent to each school. To help the teachers select titles to meet the needs of the children in each school, a cursory overview of the titles was presented on Cleveland Catholic Educational Radio. Annotated bibliographies are now being prepared.

A survey of the Diocese of Cleveland school library program indicated there were one hundred and forty-seven centralized school libraries at the elementary level in 1966. Thirty-two schools reported library service was offered in the school five days a week. Forty-one of the elementary schools have established library media centers with audio-visual materials cataloged and circulated through the school library. In the 147 centralized libraries 15 professional librarians donate their service as do 647 non-professional adult volunteers.

An 84 page *Staff Manual* was prepared, and distributed to the schools. (This also included *A Materials Selection Policy* written by five professional librarians in May of 1965.) In the fall of 1966 representatives from each of the 203 schools received training based on the *Staff Manual.*

Seven workshops were held in the spring of 1967 to reinforce the information taught at the fall workshops and to instruct volunteers on how to inventory and write an annual report. An additional summer course was taught to volunteers from forty schools.

The PACE Association (Plan of Action of Citizens for Education) is seeking funds ($85,-000.00) to buy books to establish school libraries in seventeen inner-city Catholic Schools in Cleveland. Five of these centralized libraries were dedicated this spring, and they are staffed by trained volunteers of the Christ Child Society.

Many public libraries lend the children books through a school loan and allow them to be intershelved in the centralized collections, or placed as "Satellite collections" in classrooms when necessary. The local public libraries have been very helpful. Representatives from the diocesan schools attend monthly book conferences at the Cleveland and Cuyahoga Public Libraries. The School Library Supervisor serves as an informed member of the staff, coordinating work with the administrative personnel, professional librarians and volunteers. The efforts of all are directed to the common goal, that of making the school library a reality.

The library then becomes the stronghold of each individual child. The slow reader can select his books without being stigmatized. The good reader will find the books, records and other media stepping stones to understanding of the world. The sudden realization of this truth is responsible for the astounding fact that elementary school libraries have increased 100% since 1960.

Professional Personnel

SISTER M. CONSTANCE, I.H.M.

Chairman, Department of Librarianship

Marywood College

Scranton, Pennsylvania

Introduction: A good school cannot be maintained unless there is an adequate library, staffed by competent personnel. Every professional vacancy in the library must be filled by a trained librarian. Teachers are becoming more dependent on the advice and suggestions of a trained librarian who understands children, knows books and the curriculum needs. Here is the key to an up-dated school.

Locating and keeping a competent librarian is a problem in itself. Superintendents and Major Superiors will continue to skim the cream off the present personnel as they appoint consultants and coordinators. A search must be instituted for married librarians willing to return to library work, for young librarians entering the field, and for competent educators in other disciplines who are willing and able to step into the breach and become qualified. The library is not a haven for the old or incompetent.

Superiors have a difficult decision to make. Is it wiser to train members of their community or hire laymen? Each superior should take stock of the librarians in his community, note the importance of their work, and plan to augment their number by providing the educational opportunities for library training.

Reverend Jovian Lang, O.F.M.
President,
Catholic Library Association

Is there a superintendent who does not believe in supervision? Have you not had the services of supervisors in various subject areas? Why did you not do all such supervision yourself? That's right—you didn't have enough time. Was there not another reason? Superintendents are not paragons in all fields and do not have the expertise to qualify as advisors or supervisors in each and every area of school concern. Therefore you have wisely sought the assistance of properly qualified personnel to aid you in developing the best possible system of schools for the children of your diocese. The school library supervisor that you now need will be a leader, a planner, a coordinator and an advisor in the development of library service essential to a good school.

The need is not new; it is merely that its recognition has been long delayed. Modern methods of instruction and a greater number of faculty members who have experienced the value of libraries have turned our attention to the need of developing school libraries. The federal government too must be credited with awakening some of our fellow educators to the wisdom of establishing school libraries.

". . . The administration of Title II in New York City has worked out well as compared to some other Titles. One of the reasons has been the work of the Title II Coordinators in the Diocesan Schools Office."
Monsignor Eugene J. Molloy
Brooklyn, N.Y.

For the sake of brevity I shall assume that all Catholic schoolmen are now aware of the value of school libraries and school library service. It would be rash, however, to further assume that all are sufficiently informed on what good library service is. They are not to be censured for this; many have never experienced it. They still think of the library as merely a space set aside for the storage of books. Books may make a library; but books alone will never give good library service.

What will provide the good service? In the words of Miss Adeline Zachert, the first Pennsylvania State School Library Supervisor, "The school librarian brings together the greatest thing ever made by man—the book— and the greatest thing ever made by God—the child." It is the professional librarian who knows the curriculum and teaching methods, who knows and loves children, who works cooperatively with her colleagues of the faculty to achieve their common objectives who provides this service. The school librarian, educated both as a teacher and as a librarian, is an essential member of the school faculty.

The educational profession knows the need for such libraries and librarians; the federal government is financially helping schools meet this need; some schools have developed their school libraries over the years; and some superintendents are currently seeking the personnel to establish such a program for their schools.

There is a severe dearth of librarians at present and the enrollments in library schools together with the increasing demands for librarians do not give promise of an early cessation of the scarcity. Meanwhile some well-prepared, fully qualified librarians are serving in some of our schools; while equally well prepared but inexperienced librarians are initiating library programs in other schools. Let us admit realistically that some pastors are still depriving their children of this service for one of two reasons. Some do not recognize the value of school library service and hence rely on unqualified persons either with salary or on a voluntary basis; and other pastors who do recognize the need of professional personnel have not, with the limited funds available, been able to compete successfully in securing the librarians prepared to offer good school library service.

Do the present Catholic diocesan school systems need school library supervisors? School systems blessed with the best qualified and experienced school librarians render more efficient services with wiser expenditures of funds when their school libraries are coordinated under the direction of a system supervisor of school libraries. Will not the Catholic diocesan systems which have not always been successful in providing qualified and experienced personnel for all their school libraries profit still more from the leadership of a supervisor?

". . . We appointed a Library Consultant to assist us in taking advantage of the benefits to be received under Title II of the Elementary and Secondary Education Act." Reverend Francis M. Ott, Greensburg, Penn.

If a school is without a professional librarian, who is prepared to select the books to be added to the school library collections? Who is to catalog the books which are not provided by preprocessing services? Who is to relate the curriculum needs of the school to the development and use of the collection? Who is to guide the children in their use of reference sources and in their development of lifetime reading habits? It is evident that there is need of leadership in the school system for the establishment and development of libraries; staff must exist to provide these services and to coordinate them.

The diocesan superintendent will rightly admit that he doesn't have time to assume such responsibility, nor has he been educated for this task. He needs professional assistance. He, like the superintendents of our public schools and like the state superintendents of education, needs the assistance of experts in special fields. And he needs most assistance in those areas which are not adequately provided for in the faculties of the schools under his jurisdiction. He needs a school library supervisor.

Good school libraries are costly. Let us not waste the funds—parish or federal—that have been invested in them, and above all let us not waste the investment that the loving Creator has made in His children.

The Comic Ritual of Flannery O'Connor

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Like many writers Flannery O'Connor was something of a puzzle to her relatives and closest associates. I remember meeting a religious who had known the O'Connor family and had taught Flannery when she was a youngster living in Savannah. This sister said of her former pupil: "Flannery O'Connor is really a very nice girl; she comes from a lovely family. I can't imagine where she met those people that she writes about." There's another story about an uncle of Flannery's who was somewhat relieved by her reception of a stipend from the Kenyon Foundation. In fact, when one of the local folks asked why Flannery never wrote about nice people, he explained, "She writes what pays." It is true that Flannery's characters are seldom nice, and I for one am grateful that she preferred Bible-Belt Baptists to nuns, for instance. Had she chosen to lay bare our vagaries one feels she could have been quite devastating. Because, of course, the answer to our southern sister who wondered where Flannery met such people is that these people exist all about us—and in us—had we but the power which the artist possesses to discern them, to hear the cadences of their voices and fathom the desires of their hearts.

Let us review the main biographical data of our author because a little of her life reveals something of her humor—that is how often her stories are ironically on herself. Born in 1925, she spent her childhood in Savannah, Georgia. The O'Connors moved to Milledgeville, a small Georgia city, when her father was stricken with lupus, the same disease which was to attack her not many years later. After her father's death, Flannery and her mother remained in Milledgeville where she attended the Georgia College for Women, graduating in 1945. From there she went to Iowa University to study in the school of creative writing. She took an M.A. and then headed for New York and the publishers' doorsteps. She was, then, one of those intellectuals who, turning their backs on the work-a-day world and on the home of their ancestors and all its traditions, become such figures of fun in her own stories. Like Joy Hopewell in "Good Country People" who stoically bore the double affliction of an artificial leg and a Ph.D. in philosophy. Or like Wesley May in the story "Greenleaf." Wesley had had rheumatic fever as a child, and his mother excused his choice of teaching college over running the family farm on that account. However, she noted that "being an intellectual was a terrible strain on his disposition."[1] The brother and sister in "The Enduring Chill" are perhaps the worst specimens of this type. The brother, Asbury, has come home an invalid from his venture in the North aware that he is capable of producing nothing of worth as an artist and ready to accuse his mother, on whose charity he intends to spend his dying days, of being the cause of his failure. These unsavory characters have a lot in common with their author.

We knew that Flannery herself was also forced to come home to be cared for by her mother. The difference between the fictional people and the O'Connors is evident, however. Not only was the mother a source of support and understanding, but her daughter was in every way worthy of that devotion. When she died in 1964 at the age of 39, Flannery O'Connor had not written all the stories she had in her head—as she told a correspondent—but

Address delivered at the Minnesota-Dakota Unit Meeting, Spring, 1967.

she had made a permanent place for herself as an American short-story writer. I speak of her as a short-story writer and do not add novelist, for it seems to me that the two novels she wrote are better described as long short stories. They have the compression and intensity which are essential to a short story, while they lack the scope and ruminating qualities that the traditional novel demands.

Wise Blood, which appeared in 1949, was Flannery O'Connor's first important publication. Before that a few of her stories had come out in a variety of places, but with the printing of this first novel when she was only 24 she asked for the consideration of the literary world. She received it, too. Though the novel was immature in some ways, it proved that here was a young writer with ability. Though her work was contemporary in every way, there was nothing in it that smacked of the shop. At a time when narrative was held to be vulgar, she was saying, "If nothing happens, it isn't a story." And when symbols were at the height of critical popularity, she said in reference to a Eucharistic symbol, "I say, if it's nothing but a symbol, to hell with it."

In 1952 a revised version of *Wise Blood* was published, for though Flannery could see that the weaknesses would never all be ironed out, she felt that the novel had enough to say to make it worth keeping. The year 1955 saw the publication of *A Good Man Is Hard to Find,* a collection of her best short stories. It was this book that brought her fame and saw the beginnings of critical analysis. *The Violent Bear It Away* came in 1960. These were the years of tremendous productivity. From 1960 to her death in 1964 Flannery continued to publish short stories. *Everything That Rises Must Converge,* her last book, was a posthumous collection of the last stories. A demanding public as well as the constantly recurring bouts with illness ate into her time toward the end. However, there was no weakening in her art; her last stories are as incisive and as well written as the earlier ones. If the grotesque is somewhat less evident, the violence and sardonic humor are there in full proportion. Her unofficial dedication of *A Good Man Is Hard to Find* was to the FitzGeralds: "Nine stories on original sin, with my compliments." And original sin in all its variety of effects is the real subject matter of every piece of fiction Flannery O'Connor wrote. The southern tradition that we have come to know in Faulkner and Robert Penn Warren is a part of O'Connor's fiction too. The Calvinist strain permits of no ignoring the fact that man has fallen. The grotesqueness of Joy Hopewell's wooden leg and of the Bible salesman's fascination for it; the violent death of Mr. Guizac, the displaced person, and the questionable sanity of Old Tarwater are all defects immediately traceable to man's fallen state. We are all of us misfits, like the criminal in "A Good Man Is Hard to Find" or even freaks who, as the freak in "A Temple of the Holy Ghost" tells his audience, God made this way "and, I ain't disputing it."

Some of Flannery's characters do dispute the fact of sin, but they do not succeed notably. Haze Motes in *Wise Blood* is an ignorant country boy but he preaches the same gospel which Rayber with his degree in education preaches to young Tarwater. That gospel is this: "There's no redemption, because there was no fall. Or if there is either fall or redemption it's only in ourselves that we can find them."

This modernist approach which makes man the measure of all things and substitutes psychology for religion and psychic disturbance for sin is a recurrent irony in Flannery O'Connor's fiction. When Haze Motes preaches his "church without Christ" in good evangelist fashion, he is a less commonplace but no more ridiculous figure than Rayber who attempts to live and love purely by reason, who wants to destroy instinct and emotion because they open a man up to influences from without, influences he may not be able to control.

There are two main kinds of people in these stories, two kinds of sinners one should say. First there are those like Rayber and Motes whose chief preoccupation is in proving their freedom. If Flannery can be accused of reveling in the grotesque, she does so in order to illuminate the fact that our neatly ordered modern world with its rational, scientific explanations of crime, insanity, and illness is far more grotesque, more out of kilter with reality than is, for instance, the mere insanity of Old Tarwater who believes he is a prophet sent from God. We will have to agree the old man is on

the lunatic fringe, but it is the fringe of reality. His opponent, Rayber, is at the center of a world that does not even exist.

The other kind of sinner who frequently figures in Flannery's stories is the grasping, self-centered woman whose sole aim in life is to improve her property or her worldly status. For instance there's Mrs. Cope from "A Circle in the Fire." She is great on thanking God for all He has given her, and as far as Mrs. Cope is concerned God has literally given her everything she can lay hands on and legally call her own. As one of the urchins who tries to push his way into her private heaven declares, "I reckon she owns the sky over this place, and can't no airplane go over her without she says so." Mrs. McIntyre who hires "The Displaced Person" is cut from the same bolt of cloth. A man is worth just as much as he can contribute to her welfare—no more. "He's extra and he's upset the balance around here," she says of the displaced person.

Ruby Turpin, the central character of the story "Revelation," gives us the best-rounded picture of this type of sinner. Like all her kind she thanks God she wasn't born a nigger, or white-trash, or a lunatic, or anything but herself. It took a flash of revelation for her to realize what life was really all about. For a moment the author lifts the veil which ordinarily enshrouds all of these characters. She gives Ruby Turpin a moment of insight about human nature and salvation as she stands looking into her pig parlor, where her pigs are kept cleaner than some people's children.

The revelation made in this story is the one which Flannery is repeatedly presenting to her readers, and it is the basis on which her whole comic view of life is built. The comic mode is the one that has proved most elusive to critics. Definitions of tragedy abound; the lyric and satiric forms are both rather easily recognized. The comic spirit, however, hides itself in the rafters, as Meredith puts it, and looks down on the antics of men from a distance that permits a clear perspective. The one element which various definitions of comedy generally include is the intellectual element. "Life is a tragedy to those who feel, a comedy to those who think." Certainly the mind is involved in every kind of humor that goes beyond the farcical. Comedy lies in seeing incongruities, G. K. Chesterton claimed. Or as Flannery said of her own writing when accused like other southerners of capitalizing on the grotesque:

> I doubt if the texture of southern life is any more grotesque than that of the rest of the nation, but it does seem evident that the southern writer is particularly adept at recognizing the grotesque; and to recognize the grotesque, you have to have some notion of what is not grotesque and why.

In other words, the comic writer must know and accept some kind of norm for behavior if he wants to introduce incongruities.

For Flannery O'Connor the norm was always the orthodox and revolutionary teaching of Christ as she learned it from the Church. Orthodox, in that she accepted the whole of revelation and the whole of authority; revolutionary in that she was committted not merely intellectually, not merely socially to the teachings of Christ, but integrally. There was just a trace of the fanatic in Flannery and that trace was carcfully covered up with comedy. You recognize its presence in her portrayal of the old prophet, Tarwater, and the child preacher in *The Violent Bear It Away*. "Those fundamentalists give mighty Catholic sermons," a friend once remarked to her. Flannery's answer was that insofar as the fundamentalists know the truth about God and His relation to man it is Catholic truth they know. But the truly revolutionary quality of Flannery O'Connor's religion is that it never remains isolated from action. It is a dynamic faith or nothing at all. Only her most unattractive characters feel no obligation to live in accord with their convictions, like Meeks, the salesman who advises young Tarwater to live by the rule of charity because it pays the best. Haze Motes, on the other hand, is a real O'Connor hero. He blinds himself in his effort to atone for his spiritual blindness. And like some modern Oedipus he then "Had the look of seeing something. His face had a peculiar pushing look, as if it were going forward after something it could just distinguish in the distance."

Her Catholic priests are a good example of this kind of religion. They tend to be low on social graces and intellectual ones, too, but they never stop preaching and catechizing no

matter how unwelcome their services may be. There's a wonderful scene in "The Enduring Chill" where the apparently dying Asbury, recollecting a priest he had met in New York—and pleasantly aware that his mother will be upset by the request—asks her to call a priest to his bedside. In place of the keen young intellectual that he expects, in comes Father Finn, old and deaf. He had never heard of James Joyce or of the myth of the dying god, subjects which Asbury tries to discuss with him. Father Finn is interested only in the essentials. Finally Asbury defends himself for failing to live up to the priest's expectations by exclaiming, "Listen, I'm not a Roman!" "A poor excuse for not saying your prayers," is the old man's retort.

And so, Flannery implies, is any kind intellectual or artistic pose a poor excuse if it neglects ultimate reality in favor of mere appearances. The grotesque in Flannery O'Connor, then, and most of her humor too, aims at the clarification of real values and the showing up of inadequate ones.

Flannery O'Connor realized—or rather she believed, for hers was a great faith—that man is a comic figure in his alienation from God; that God Himself has turned the tragedy of sin into a joke by means of the redemption. Once we accept the Incarnation all the grotesqueness of our lives, all the painful inadequacies of humanity cease to be tragic. They must be understood in their comic dimensions by anyone who wants to see reality in its fullness. Speaking of the problem of the contemporary fiction writer who still accepts the norms of orthodox faith, Miss O'Connor told a University of Michigan audience:

> When I look at stories I have written, I find that they are for the most part about people who are poor, who are afflicted in both mind and body, who have little—or at best a distorted—sense of spiritual purpose, and whose actions do not apparently give the reader a great assurance of the joy of life.
>
> Yet how is this? For I am no disbeliever in spiritual purpose and no vague believer. I write from the standpoint of Christian orthodoxy. This means that for me the meaning of life is centered in our redemption by Christ and that what I see, I see in its relation to that. Also, I believe in the reality of joy in life. And *because* of these beliefs, writers such as myself are now more than ever preoccupied with the perverse than are novelists who do not share their beliefs. Redemption is meaningless unless there is cause for it in the actual life we live, and for the last few centuries there has been operating in our culture the secular belief that there is no such cause. The novelist with Christ's concerns will find in modern life distortions which are repugnant to him, and his problem will be to make these appear as distortions to an audience which is used to seeing them as natural. It will be particularly tempting for him to abandon the concrete way of fiction and to become abstract and didactic, but he cannot do this and remain a story-teller. I believe then that he is forced to take ever more violent means to get his vision across to a hostile audience. When you can assume that your audience believes the same thing you do, you can relax a little; when you have to assume that it does not, then you have to make your vision apparent by shock.

It is my purpose to show that Flannery O'Connor presents a view of man and of his existence which does contain, though often hidden under symbol, the true joy of life. Not because her fiction shows man as great or powerful or good. He is none of those things. But because in her presentation of human life we see how—despite man's pettiness, weakness, and sinfulness—Christ has been able to salvage man, to restore him, and to offer him the hope without which joy is impossible.

The first illustration I would like to use is the story "The Artificial Nigger." In this artfully written tale Flannery presents us with an amusing story that serves as an incisive commentary on the whole of human existence. Old Mr. Head and his grandson are readily recognizable as Adam and his fallen offspring. They leave their idyllic country place to penetrate the evils of the city, just as Adam deserted the garden God had placed him in. Mr. Head of course, is quite sure that he will not be lost or led astray, but that he will instruct his grandson, Nelson, in the foolish and sinful things men do in the city. That is really the lesson they learn, but Mr. Head discovers he is by no means the teacher but the humble student of the hard facts of life. Once cast on his own resources, he first loses his way, then loses the respect of his grandson. Finally, he commits the ultimate treason of denying his responsibility for the boy. Shocked by his revelation of his own sinfulness, Mr. Head is glad to make his way home, where he is able to contemplate the nature of mercy and realize that men depend not on themselves but on divine mercy for

redemption. Nelson sums up their experience in the city: "I'm glad I've went once, but I'll never go back again." The long day in the city has been like the day of man's alienation from God. He can be reinstated in his primeval happiness only after he has sought forgiveness and unity with his fellow man and has accepted his own inability to control the universe.

"The Artificial Nigger" deals indirectly with the idea of confession. Others of the stories are more obvious in their references to the sacramental system. "The River," for instance, is all about baptism. I don't know any short story in which pathos is used to greater effect in preparing for the triumph of the comic view of life. How tragic life would be—except for sacramental regeneration. The child who is the central character of this story is the innocent victim of the kind of life which puts a value on nothing but pleasure, the kind of life in which everything is a joke. Since caring for the child is no joke the boy is farmed out a good bit to the baby sitter. With her he meets the preacher and healer who promises him that once baptized he won't be the same again.

> "If I baptize you, you'll be able to go to the Kingdom of Christ. You'll be washed in the river of suffering, son, and you'll go to the deep river of life. Do you want that?"
>
> "Yes," the child said, and thought, I won't go back to the apartment then, I'll go under the river.

And so he does. Rejected by his human parents, he returns to the river. The violence of the child's death is softened and even swallowed up by the reality of what the preacher told him. "You count now—you didn't even count before." If the boy had been all too aware that he had not counted before, the pathos of his situation is assuaged by the promise of eternal life in which he will count, with a Father who won't take him as a joke.

Seen in terms of such stark contrast, the value of baptismal grace and of divine sonship is bound to take on an added significance. Here the sacrament is no mere formality, no social gesture, but the basis on which man can build a life that has meaning.

Another story which is centered upon sacramental imagery and sacramental reality is "A Temple of the Holy Ghost." This story is as gay as "The River" is sad, but they are alike in their interest in the sacramental quality of human existence. Nothing comes into this world which is not in some way a sign, a token, a symbol—call it what you will—of the divine. God has entered once and for all into this world of matter by the Incarnation. Since then, no material thing is left untouched by the divine power permeating matter. The ultimate sign and presence of this power is the Eucharist. How all these themes can be gathered in a story of two convent-school girls visiting their mother's friend and spending a night at the carnival as these events are seen by a younger child is, of course, the ultimate tribute to the story-teller's art.

The freak the girls see at the carnival—half-man and half-woman—is the shocking symbol of the Incarnate Word, true God and true Man. But in the Eucharist Christ is again divided and concealed; His presence, like that of the freak's which caused the carnival to be prematurely closed by the local preacher, is a source of disturbance and contention. Yet no matter how we deny the presence of God and the power of His Word in our world we cannot escape the reality of it. We are indeed temples of the Holy Ghost living in a world charged with the grandeur of God. And it is precisely that reality which gives meaning to everything. Here is the true comic vision in which all the deviations, all the misfits find their place. The child, through whose eyes the events of the story are seen, comes to realize that the supercilious attitude she takes toward the boy-crazy visitors, their ignorant escorts, the stingy Mr. Cheatham, the old nun who hurries them off to Benediction is eminently wrong. Whatever their drawbacks all of these people are a part of the whole that is divine, members of a Body which is broken for us in the Eucharist.

It may seem ironic on the surface to compare Flannery O'Connor with Teilhard de Chardin, but Flannery was actually much influenced by Father Teilhard's thought and was a sympathetic reader of his works years before they enjoyed the vogue they do today. It is true that her fiction with its violence, distortion, and its positive devotion to the grotesque seems a far cry from the empyrean serenity of Father Teilhard's universe. Yet as we see from a close reading of 'A Temple of the Holy Ghost," the

vision is the same, only the viewpoint differs. Where the scientist approaches reality from the heights, the fiction writer looks up from the very depths of human degradation. But ultimately "everything that rises must converge." This title of one of her last stories Flannery drew from Teilhard. If the story is about things and people who fail to rise, the truth of the title is still evident. Like most southerners Flannery O'Connor had a much more realistic conception of racial problems than northerners have.

This theme of racial relations is touched on again in the story "Judgment Day." Here the protagonist is a lonely old man who has left his southern home to be cared for by his daughter in New York. When a Negro moves into the apartment next door, the old man greets him with "Haddy, John." This New York born-and-bred Negro is offended by what seems condescension. There is no one (but the perceptive reader) to realize that the old man is dying of loneliness and longing to talk to some familiar person. What the author implies is that a world in which "everyone minds his own business" is not necessarily a better world. If segregation was bad, isolation is not a step forward, but back.

But lest you think that Flannery O'Connor was in any way infected with the virus of segregationism let me conclude by referring to a story in which all the themes we have discussed are well summed up. "The Displaced Person" tells of the arrival of a Polish D. P. at Mrs. McIntyre's farm. That lady is delighted on finding the new employee clean, hard-working, and a real mechanic in the bargain. But what is her distress when she learns that he is carrying on negotiations with one of her Negros to pay the way of a young cousin still in Poland to America as a prospective wife for the colored man!

When Mrs. McIntyre talks to the priest from Catholic Charities who made the arrangements for placing the D. P., the priest is distracted from their conversation by the peacock on the farm. He likens the birds to Christ in glory and the whole exchange becomes a wonderfully meaningful commentary on the peacock, the D. P., and Christ—each seen as symbolic of the others.

"I tell you if I had a white man who understood the Negroes, I'd have to let Mr. Guizac go," she said and stood up again.

He turned then and looked her in the face. "He has nowhere to go," he said. Then he added, "Dear lady, I know you well enough to know you wouldn't turn him out for a trifle!" and without waiting for an answer, he raised his hand and gave her his blessing in a rumbling voice.

She smiled angrily and said, "I didn't create his situation, of course."

The priest let his eyes wander toward the birds. They had reached the middle of the lawn. The cock stopped suddenly and curving his neck backwards, he raised his tail and spread it with a shimmering timbrous noise. Tiers of small pregnant suns floated in a green-gold haze over his head. The priest stood transfixed, his jaw slack. Mrs. McIntyre wondered where she had ever seen such an idiotic old man. "Christ will come like that!" he said in a loud gay voice and wiped his hand over his mouth and stood, gaping.

Mrs. McIntyre's face assumed a set puritanical expression and she reddened. Christ in the conversation embarrassed her the way sex had her mother. "It is not my responsibility that Mr. Guizac has nowhere to go," she said. 'I don't find myself responsible for all the extra people in the world."

The old man didn't seem to hear her. His attention was fixed on the cock who was taking minute steps backward, his head against the spread tail. "The Transfiguration,' he murmured.

She had no idea what he was talking about. "Mr. Guizac didn't have to come in the first place," she said, giving him a hard look.

The cock lowered his tail and began to pick grass.

"He didn't have to come in the first place," she repeated, emphasizing each word.

The old man smiled absently. "He came to redeem us," he said and blandly reached for her hand and shook it and said he must go.

"He came to redeem us" and we shall be redeemed if we recognize His coming. Christ is the cosmic D. P. who throws all our human calculations out of balance. But only when we see the new balance which He establishes can we make any sense out of life, can we view wtih comic equanimity the apparent disorder of our world. The fiction of Flannery O'Connor provides us with that kind of vision.

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[1] The works of Flannery O'Connor can be found in two paperback volumes. Her first three books have been collected by Signet under the title *Three by Flannery O'Connor*. Her last short stories are published by Noonday Press under the title *Everything That Rises Must Converge.*

Access to Library Materials

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DEMOGRAPHY AND ACCESS

By 1980 the population of the United States will have reached 250 million, with 100 million under twenty years of age, 75 million between twenty and forty-five, 50 million between forty-five and sixty-five, and 25 million over sixty-five. Life expectancy will be about eighty.[1]

Estimates of fall enrollment in colleges and professional schools add up to an overall increase of 235% from the 3,570,000 in 1960, through the 7,805,000 of 1970, to the 11,948,000 of 1980.[2]

The proportion of students going to publicly supported institutions of higher education has been rising steadily—from 50% in 1950 to 63% in 1963; by 1975 the figure will be 72% of all enrollments.[3]

The vast majority of the citizenry will be urban, and megapolis will be a solid fact of life. Every profession, including librarianship, must reckon with demography.

UNIVERSAL EDUCATION AND ACCESS

Librarianship must also reckon with some of the tenets of American idealism. Paul Buck has pointed out that this country has always looked to education as a way of solving its problems and that it seeks to combine the aristocratic ideal of a liberal education with a system of universal education.

A hundred years ago there were only sixty thousand students in American colleges and eighty thousand in high schools. As the population expanded, educational facilities were devised and students accommodated. Such rapidity of growth, coupled with a staggering development of new knowledge, meant expansion and diversification of curriculum and a loss of the earlier system's "originality of purpose and structure in a maze of stages, functions, and kinds of institutions."[4]

Political factors cannot be ignored in accounting for the accelerated desire for education. Branscomb mentions the effect of Russia's launching the first man-made satellite on October, 1957, the emergence of the United States as the leader of the free world after the War, the growing concept of a shrinking planet.[5]

Education is increasingly spoken of as an arm of defense, a bulwark of democracy, a way of regulating the labor market, an instrument of social engineering, a path to individual development, a means of man's controlling the universe. Warren Weaver of the Sloan-Kettering Institute has given confident expression to the new view toward education, especially in its scientific aspects:

> For example, we are just in the process of gaining a scientific picture of the total ascent of life. By far more vast and significant than the Darwinian view, this modern evolutionary doctrine begins with the elementary particles of the nuclear physicist and moves through the whole range of the atomic and molecular world up to the nucleic acids which, in their capacity to reproduce pattern and to pass on coded information, seem capable of forming the primitive basis for a living organism. From this point it is conceivable to move on to the gene, the chromosome, the cell, and ultimately human life. Whether or not man is the present climax of this ascent is itself now under question: for we have radar devices, directed at inconceivably distant parts of the cosmos, seeking to determine whether there are other and possibly more advanced beings there, trying to communicate with earth-bound man.
>
> When the sights are as high as this, the view transcends all the compartments of science. This is not, in an exclusive sense, physics or biology or chemistry or astronomy. This is the whole of science, engaged with a problem of majestic dimensions. The sweep and depth of such a view of matter, man, and the universe fairly suggest what science really is—not a trivial business of tricky hardware, not the phony bubbling retorts of the advertisements, not strange men with white coats or beards, but the response at once poetic

and analytical, of man's creative mind to the challenge of the mystery of matter and life.[6]

THE ROLE OF HIGHER EDUCATION IN THINKING ABOUT ACCESS

Confining our attention to higher education, we might ask ourselves what functions the colleges and universities perform in modern American society. Berelson's attempt to summarize the contributions the graduate school has made are suggestive for the whole system of higher education:

1. It is an extensive, impressive system of advanced training.
2. It has provided a large body of professional teachers for American education on all levels.
3. It produces an increasing number of personnel for administrative and research posts in government and industry.
4. It is the chief screen of scientific and scholarly talent in society.
5. Its leading personnel increasingly serve as advisors and consultants on the largest issues of our national life—foreign relations, economic affairs, scientific policy, civil rights and liberties, health and welfare.
6. It is the key to national security.
7. It makes direct contributions to the good life.
8. It has brought American research and scholarship to a position of world leadership.
9. It has systematically furthered man's knowledge of himself and his world.[7]

The modern American's "great expectations" are not limited to the dimension of formal education. Longer life, universally available medical care, the conquest of space, the total emancipation of the Negro, the defeat of the Viet Cong—all become possibilities. Possibilities become desires. Desires become rights.

It is in this context that the topic of access to library materials must be discussed.

FOUR ELEMENTS OF ACCESS

According to Downs, perfect bibliographical control would embrace four elements: 1) the complete record of all printed and other kinds of written materials; 2) the systematic acquisition of these materials in libraries and other depositories; 3) the location of materials through union catalogues, union lists, and similar devices; (4) the provisions of subject bibliographies in all areas.

ACCESS AND THE BIBLIOGRAPHIC RECORD

A decade ago Downs felt that effective national bibliographical organization must take place before there could be comprehensive coverage and that the combined American bibliographical services were approaching total coverage of the current national output. He was also satisfied that all American libraries together were managing to acquire almost all of the desirable publications issued in this country; that through the Farmington Plan and special purchasing agents of the Library of Congress and other large research libraries operating abroad, current foregin coverage was adequate; that the National Union Catalog, regional union catalogs, and the *Union List of Serials* were satisfactory as far as they went but that they did not locate millions of titles; and that bibliography was in a less perfected state than any other aspect of bibliographical service despite outstanding accomplishments in certain branches of science.[8]

The bibliographical record then is required for access. By it, we have knowledge of the existence and the identity of library materials. That mere enumerative bibliography is frequently not enough, however, is attested by the criticism of the British librarian, Roy Stokes, who complains that catalogers are sometimes so remiss in describing materials in sufficient detail that frequently scholars are not able to find what they need.[9]

The importance of bibliography was emphasized recently by the National Lending Library for Science and Technology at Boston Spa, Yorkshire, in its claim that the principal obstacle to a more effective use of literature is not the absence of a computer system but rather the ignorance of potential users of the published guides to scientific literature.[10]

ACCESS AND SYSTEMATIC ACQUISITION OF MATERIALS

In addition to a record of all printed and other type of library materials, perfect bibliographical control would mean the systematic acquisition of these materials in libraries and other depositories. The ideal would be to have a copy of every extant item lodged somewhere within the boundaries of America, with a master index available at the fingertips of any user, and immediate retrieval.

Thus access is related vitally to the triad of recording, indexing and retrieving—all three of which are geared to overcoming the time and space barrier that separates the individual from the unit he seeks.

ACCESS IN AMERICAN INSTITUTIONS OF HIGHER LEARNING

By pre-total-coverage standards, some American college and university libraries had magnificent book collections (since all of us are in fact, if not in thought, in a pre-total-coverage age, they still seem to have). As of June 30, 1963, Harvard reported 7,073,689 volumes; Yale, 4,693,072; Illniois, 3,634,643; Michigan, 3,147,727; Columbia, 3,088,460; California at Berkeley, 2,271,450; University of Minnesota, 2,220,811. But limitations are being experienced and voiced, and Mr. Downs himself has drastically changed his appraisal of the situation.

Increasing institutional cooperation is a sign of the realization of these limitations, and it ranges from what has been described as minimally structured to actually federated. Cooperation, of course, is not new among colleges and universities as Oxford and Cambridge from an older day and alliances in our own day illustrate:—the Claremont Colleges; the Great Lakes College Association; the Associated Colleges of the Midwest; the University Center of Virginia; the Associated Rocky Mountain Universities; the Committee on Institutional Cooperation of the Big Ten and the University of Chicago;—and the groups in the Connecticut Valley (Amherst, Mount Holyoke, Smith, and the University of Massachusetts); around Philadelphia (Haverford, Swarthmore, Bryn Mawr, and the University of Pennsylvania); and Washington, D. C. (the Joint Graduate Consortium of the American University, the Catholic University of America, George Washington, Georgetown and Howard, which has discussed "the sharing of annual reports and manuals, the possibility of joint cataloging of foreign titles, extension of interlibrary loan facilities, sharing of photoduplication copying and print-out services, serials analysis, cooperative storage and cooperative purchasing of supplies and equipment, a union list of serials, and a greatly liberalized lending policy."[11]).

But, as Eldon L. Johnson, President of the Great Lakes Colleges Association has stated, ". . . everyone knows these are limited instruments . . . Associations which are operational, or which really do something, have a limited chance of success unless they have resources, and the level of resources will determine the general level of attainment, strength, and respect." By resources he means the power of money, and what money, linked to purpose, can attain.[12]

THE COUNTERFORCE OF INSTITUTIONAL INDIVIDUALISM

The push towards cooperation, however, has by no means eliminated "going it alone." Tauber observes: "Much has been said of the need for university trustees and administrators to get together and define basic areas in which their particular institutions would not develop curricula. But it must be observed that so far this idea has made only slight progress, and unless such a move is made on a national basis it is doubtful if academic libraries can make as much of cooperative enterprises as is desirable."[13]

Keyes Metcalf, who himself helped engender the Farmington Plan, wrote: "One of the most important factors in the development of American research libraries has been the spirit of rivalry between institutions. Without the desire on the part of many librarians to make their own libraries grow more rapidly than others, progress of many kinds throughout the world might well have been permanently held back or seriously delayed."[14]

Metcalf's successor, Paul Buck, saw the Harvard establishment not only in friendly competition with other institutions of higher learning but with organized government as well: "It would be possible for Harvard to abdicate its library preeminence . . . much to the disappointment of its faculty, research centers, visiting scholars and 'rival' institutions, for it would mean that Harvard, the leader, had decided that only governments are capable, in the modern world, of maintaining great research libraries. Thus, there would be pressure on the others to give up, too. . . . The alternative to abdication is a continued struggle with the problems of size, growth, and financing."[15]

LIMITATIONS OF COOPERATIVE ENTERPRISES

Such cooperative enterprises as we have cited, with their library manifestation in innovations like the Hampshire Library Plan in New England, may be making larger and larger collections available to certain restricted "universes" of users, but the individual patron's main concern if he is excluded from these universes, or often even if he is within them, is to have his request for items granted when he makes it. The higher his sights are raised, the more he and libraries shall have to pay the piper—either in frustration or in money—especially under the increasingly intense conditioning to which our whole society is being subjected, and under which it equates its desires with what it believes to be, in the words of the Swiss psychiatrist Tournier, its "just demands."

INTRA-INSTITUTIONAL LIMITATIONS TO COOPERATION

In the comparatively halcyon days (1913), when the intra-institutional demand on library resources was at a far lower pitch than now, William Dawson Jackson could propose this seemingly modern idea to the administration of Columbia University: "Nothing seems to me more important at this time than the nationalization of our larger university libraries. I do not mean by this federal appropriations . . . but rather the adoption of the idea of national service instead of that of local service.

"This involves in the first place the abandonment of antiquated and provincial restrictions regarding the lending of books and manuscripts, and, secondly, much greater publicity regarding the contents of our libraries."[16]

But the boundaries of Columbia's power were publicized in a printed brochure released in the fall of 1956 by the Vice-President and Provost: "Ideally, a collection of books belongs to all those who have the desire and the ability to use it. On this principle in times past, the Libraries of Columbia University were open without restriction to all qualified scholars, whether graduates of Columbia or other institutions.

"With the rapid and still accelerating increase in population, in book publishing, and in the costs of maintenance and administration, this 'free for all" policy grew more and more taxing to keep in force, and finally became impossible. Within one year, for example, even with some restrictions in force, the University Libraries requests from more than 5,000 graduates and visitors for the right to read or borrow its books. In that same year, the Libraries had to serve a student body and a staff of more than 30,000."

In the year 1962-63, 14,360 students enrolled at Harvard, and 197,577 volumes were added to the library collections; at Yale, 8,091 students, and 119,946 volumes; at Illinois, 33,295 students, and 108,823 volumes; at Michigan 29,103 students and 132,025 volumes; at Columbia 10,916 students and 97,430 volumes; at California, Berkeley 26,448 students, and 143,864 volumes; at Stanford, 10,755 students, and 108,119 volumes; at Chicago, 8,050 students, and 85,913 volumes; and at Minnesota, 38,403 students, and 73,627 volumes.

Among the seventy-four members of the Association of Research Libraries, combined cataloging expenses for one year alone came to $18,000,000, and arrearage increased over one hundred sixty percent during the last decade. Technical processes and access are inextricably related.[17]

In the period between 1954 and 1964, Harvard's library had grown by twenty-four percent, or by 1,400,000 volumes. The meaning of this statistic may be understood better when one realizes that only about twenty other American universities have 1,400,000 or more volumes in their entire collection. Two thirds of Harvard's acquisitions were foreign in origin, and more than sixty percent in languages other than English.[18]

For every two books that a Harvard undergraduate borrowed ten years ago, his counterpart now borrows three.

More than two thousand scholars from other institutions come to Harvard each year; five thousand volumes annually are sent on loan from Widener to other libraries; and thousands of Harvard books are reproduced on microfilm and photostat for the use of non-Harvard students.[19]

Addressing the Monticello Conference of the Association of Research Libraries in 1954, Keyes Metcalf revealed that the Harvard Li-

brary had spent $600,000 in 1937.[20] By 1964-65 the Harvard College Library budget was more than $3,000,000, and the total annual expenditures for the University Library nearly $6,000,000.

With overdependence on textbooks and the lecture method in teaching both becoming less popular, the demand for all kinds of library materials—in quantity, quality, and scope—is sky-rocketing.

For example, in a study Ritter made in 1962-63 on recorded library use in small four-year colleges, he found that average per capita loans from the general collection more than doubled since Branscomb's investigation in 1940. Even the most cursory perusal of the pertinent literature will reveal that the upsurge in circulation is by no means limited to colleges and universities. High-school, grade-school, public and special libraries all report a growing demand for materials. The Los Angeles Public Library checked out a total of 13,537,939 books in the fiscal year ending June 30, 1963 compared to 11,831,604 for the previous year. British libraries, while experiencing an increase between 1959-60 and 1960-61 of only 1,500,000, registered a circulation escalation from 1960-61 to 1961-62 of nineteen million.[21]

Downs' research brought out the fact that for the year 1945-46, thirty university-type institutions had spent a median of 4.86 per cent of their total educational expenditures on the maintenance and development of their libraries; by 1958-59 this median figure had fallen to 3.7 per cent. He referred to the situation as a question in the minds of American librarians, "crisis" and wrote: "The great unanswered as they attempt to peer a mere decade into the future, is whether they can run fast enough to stand still. There is considerable evidence that they are beginning to slip back two paces for each step forward. One need not be a Cassandra to view the period ahead with trepidation."[22]

Some recent statistics issued by the U. S. Department of Health, Education and Welfare help one to gain an even more vivid understanding of the social, political and educational milieu of present-day college and university librarianship.

NATIONAL EDUCATIONAL EXPENDITURES

In 1940 the total national educational income was $715,000,000; in 1950 it was $2,375,000,000; in 1960 it was $5,786,000,000; in 1962 it was $7,330,000,000, out of which sum $3,250,000,000 was derived from local, state and federal sources and $1,520,000,000 from student fees. For the school year ending in 1964, educational expenditures have been estimated at $33,700,000,000 ($27,100,000,000 for public and $6,600,000,000 for private education). $9,600,000,000 was expended for higher education alone, $5,800,000,000 for public and $3,800,000,000 for private education.

EDUCATIONAL CONSTRUCTION

In 1960 total educational construction amounted to $3,384,000,000 (equivalent to $2,201,000,000 in 1947-49 dollars); in 1961 to $3,661,000,000; in 1962 to $3,638,000,000; in 1963 to $3,726,000,000 ($2,244,000,000 in 1947-49 dollars). Thus, taking the construction cost index of 100 for 1947-49, the figure for 1963 was an inflationary 163.

PUBLIC SCHOOL BOND ELECTIONS

In 1959 the value of bonds passed in public school bond elections for colleges and universities was $97,000,000; in 1960 it was $241,000,000; in 1961 it was a mere $6,000,000; in 1962 it rose to $252,000,000; in 1963 to $259,000,000.

NUMBER OF FACULTY MEMBERS

In 1920, with a combined faculty of 48,600, there were 1,409 institutions of higher learning in the United States. In 1930, the same number of institutions employed 86,200 faculty members; in 1940, there were 1,708 institutions with 136,000 faculty members; in 1950, there were 1,850 with 246,700 faculty members; in 1960 there were 2,008 with 380,000 faculty members; in 1964 there were 2,132 institutions with 493,000 faculty members.

COLLEGE GRADUATES IN POPULATION

In 1962, nine percent of the population twenty-two years or older, numbering 9,700,000 persons, were college graduates, over two-

fifths of them women. By 1980, the number of college graduates may increase by over fifty per cent.

DEGREES AWARDED IN ALL FIELDS

In 1950, 433,734 bachelor's degrees were conferred in all fields; in 1963, the figure stood at 450,597. In 1950, in all fields, 58,219 master's degrees were granted; in 1963, the figure climbed to 91,418. In 1950, 6,420 doctorates were given; in 1963, the number was 12,822.

FUTURE NUMBER OF EARNED DEGREES

The projected figure for all earned degrees for 1966 was 660,900; for 1968 it is 808,000; for 1970, 898,800; and for 1972, 923,800.

DEGREES AWARDED IN LIBRARY SCIENCE

In 1950, the bachelor's degree in library science was awarded to 1,057 persons; in 1963 to 2,231. There were 549 earned master's degrees in 1950; approximately 2,000 in 1963. Five doctorates were reported for 1950; 17 for 1963.

NUMBER OF TITLES PUBLISHED

In 1930 the total number of titles published in the United States was approximately 10,000; in 1940, it was 11,000; in 1950, it remained 11,000; in 1960, it had risen to 15,000; in 1965 it was at the 28,595 mark.

BOOK PRICES

In 1963 the average retail list price of books was $6.66—eighty-two percent more than the average price in the period 1947-49. The retail price of books in science and technology, agriculture and economics had risen most rapidly.

PERIODICAL PRICES

The average subscription price of all periodicals in 1962 was $5.92; in 1963, it was $6.31. The average subscription price of all periodicals had risen seventy-four percent based on 1947-49 prices; the average price of periodicals in particular subject fields grew from 44 to 148 percent, the lead being in the areas of physics and chemistry.

LIBRARY EXPENDITURES

In 1930 institutions of higher education in America expended $10,000,000 on libraries; in 1940, $19,000,000; in 1956, $56,000,000; in 1962, $180,000,000; in 1963, $209,000,000.

NUMBER OF VOLUMES IN LIBRARIES

Between 1960 and 1963 the number of volumes held by college and university libraries increased by twenty-one percent to a total of 214,000,000.

NUMBER OF VOLUMES ADDED

In 1960, volumes added to college and university libraries numbered 8,415,000; in 1963 the total jumped to 12,500,000.

PERIODICALS OUTLAY

In 1960 total outlay for periodical subscriptions was $1,271,000; in 1963 it was $1,600,000.

OUTLAY FOR TOTAL LIBRARY MATERIALS

In 1960 total outlay for books and library materials was $40,760,000; in 1961 it was $48,000,000; in 1962, it was $56,000,000; in 1963 it had reached $65,000,000.

PROFESSIONAL STAFF MEMBERS

By 1963 professional staff members in college and university libraries numbered 11,000.

SALARIES PAID

In 1960 salaries and wages paid to library personnel amounted to $84,175,000; in 1961 to $97,671,000; in 1962 to $111,450,000; in 1963 to $125,500,000.[23]

NUMBERS, PRESSURES AND SYSTEMS

L. Quincy Mumford, the Librarian of Congress has reminded librarians that the pressure of bigness has given the art and science of administration its present form. Great numbers of people, diversity of functions and multiple lines of communication call for special methods and fresh approaches.[24]

The topic of systems creation and systems control is in the forefront of contemporary library concern, a system being defined as a collection of operations and procedures by which management attempts so to order activities and personnel that institutional objectives

are accomplished. A good system approach never forgets that men as well as machines are included in its purview.

THE GROWING COMPLEXITY OF COMMUNICATION

Human beings have many ways of recording information whether they do it on clay tablets, paper, punched cards, paper or magnetic tape. Such recorded information is usually needed at other physical locations, and the problem of communications arises, whether the instrumentality employed be conversation, drums, movement of documents or teletype. Information must be stored either in a human memory, a book, or a computer. It must also be processed and put in usable form. Finally, processed information must be made available to users.[25]

The book is no longer the primary meduim for the introduction of new scientific studies; the scientific journal has taken its place. One can find no accurate statistics on the number of scientific journals now being published annually, but 50,000 seems a conservative number. The Director of Technical Information for the U. S. Department of Defense predicts that secondary journals for publishing abstracts will even die out in a few years in favor of review journals.[26]

With research advancing so swiftly, there is mounting demand for speed. The tools of access are becoming as important as the materials themselves.

As far back as 1951 on a world-wide basis there were 3,300 current abstracting and indexing services "useful for retrospective searching" but not coordinated.[27]

Twenty years later the situation could still be described like this ". . . pleas have been made for cooperation among editors of indexing and abstracting services in general to agree on subject fields covered, to share abstracts by exchange and thus eliminate some of the duplication of work. So far there is little evidence of this among scientific subjects. Among library science and documentation services there are few agreements to exchange information, abstracts, galley or page proofs, of the published services. There is still room for much more to be done."[28]

These are not the only obstacles to access. Buck has called attention to others: every community anywhere in the world is now a source of potentially useful research materials. It is harder to select additions to the library collection; deterioration of materials is an ever-besetting problem; materials are dispersed in various places even within one institution; microtexts cannot be shelved with books; monographs have to be approached through indexes instead of through card catalogs and shelf classifications; publications infrequently used may be in storage.[29]

As yet, then, there is no single enumerative, let alone analytic, bibliographical tool that is total in its present and retrospective coverage, and, what is as important for the purpose of this discussion, instantaneously available and capable of yielding a user the information that he might want immediately.

Alfred North Whitehead observed that "any change in the intellectual outlook of society must necessarily be followed by an educational revolution. It may be delayed for a generation by vested interests or by the passionate attachment of some leaders of thought to the cycle of ideas within which they received their own mental stimulus at an impressionable age, but come it will."[30]

One is reminded of the Waterloo section in Canto III of Byron's Childe Harold:

> "But hark!—that heavy sound breaks in once more,
> As if the clouds its echo would repeat;
> And nearer—clearer—deadlier than before!"

Inclusion of the word "deadlier" is made simply to avoid doing violence to the poet's text, but the plea to find new solutions to the problems can indubitably be heard.

Social communication increases with social growth, in turn causing the creation of new forms of communication which stimulate one another.[31] The means of handling such products of communication and making them available for future access are challenges which tax the very limits of the mental capacities of those who are concerned with the library as a social institution.

When collections grow beyond a certain size or the number of their users increases considerably, there seems to be a change in the character of the library. It becomes harder for the patron to locate what he wants and more diffi-

cult for librarians to keep track of the collection. A breakdown in control and eventual misuse of the library threaten because the user feels less appreciative and less responsive due to the decreased effectiveness of the institution. Morse warns that the "frustration factor" is rising and that it could cause the library to lose its value as a repository of accessible information.[32]

AUTOMATION

Automation has a growing role to play in developing effective library systems, but one must never confuse the useful part it constructively has for the whole system, nor ignore the admonition of the Librarian of Congress that "certain patterns of human conduct and the inevitable differences between, and individuality of, people must not be forgotten."[33]

The promises of automation are many, and, if understood properly, to be welcomed heartily. Recently, for example, a research team under the direction of Gilbert King studied the possibilities of bringing automation to the Library of Congress and other research libraries. They concluded that it was both technologically and economically feasible to employ automation in three areas—bibliographic processing, catalog searching and document retrieval. The major ultimate object of the Library of Congress effort is to input the whole main catalog so that a user can make individual interrogations of the bibliographic data stored in a computer's memory. The size of such a store would be in the neighborhood of a billion binary digits.[34] The team felt that it is not yet feasible to retrieve the intellectual content of books. Perhaps even more significant from the access of view was the conclusion that automation would enhance the adaptability of libraries to changes in the national research environment and facilitate the development of a national library system.[35] The Library of Congress' ultimate goal is to extend its interrogation and retrieval operation to a nationwide network. If this possibility is still undeterminedly futuristic, one would be rash indeed at this point to predict anything about an international network.

THE PRESENT REALITY

Therefore, at present, users are forced to rely on limited automated bibliographical processing, cataloging, searching and retrieval, or far more likely, on the printed catalogs and indexes of individual libraries and on the card catalogs of those few they can physically reach and use. In this respect, an individual's consciousness of what exists depends on the actual library materials physically before him or the bibliographies which are open to his use. As an example of a landmark attempt at current bibliographic control in one area of knowledge, the Medlars project at the National Library of Medicine comes to mind, for its goal is to develop both a comprehensive index publication program and an effective information retrieval system capable of coping with today's avalanche of medical research material and the demand for it.[36]

But this picture is far removed from the dream of a "record of all printed and other types of library materials as they have been, or are being, produced." The more one actually considers the staggering ideal involved, the more he realizes that the assembling of even an approximation to such a bibliography must be the concern of the federal government. The systematic acquisition, technical processing and retrieving of materials in foreign libraries and other depositories is even more staggering to contemplate and would require not only international governmental sponsorship but a very different political world from the one that is ours at this stage of twentieth-century history.

THE EXTENSIVENESS OF THE CONCERN OVER CHANGE

The same tensions confronting every thinking person alive today confront the librarian concerned with access to materials. The observations made by Robert Bilheimer, a Presbyterian minister, about the problems of organized religion, reflect the forces shaping the limits and opportunities of every profession, not only in the United States but throughout the world. "Everyone is affected immediately, personally, profoundly by social problems, development and change. Every major social and international problem today is a world problem. Name what you will—population increase, technical change, the rapidity of change, international affairs, race, community breakdown, political theory and practice, and all the rest—one is confronted with a baffling complex.—No one has the great synthetic mind to comprehend and analyze it all.[37]

A HINT OF WHAT MIGHT HELP

Paradigming Morton Grodzin's remarks on the federal system, one might find some causes for the centripetal forces that make library cooperation less developed than it theoretically need be. The first is the simple historical fact that individual institutions of higher learning, and their libraries, existed, in large part, before any formally cooperative pact was made among them. A second is in the form of a creed, the traditional American opinion that expresses distrust of centralized power and places great value on the strength and vitality of local educational units. Another is pride in locality and institution, nurtured by the nation's size and by variations of regional history. Still a fourth cause is the sheer wealth of the nation. "It allows all groups to partake of the central government's largesse [For example, see the Higher Education Facility Act of 1963 and the Higher Education Act of 1965], supplies room for experimentation and even waste, and makes unnecessary the tight organization of political power that must follow when the support of one program necessarily means the deprivation of the other."

If member institutions would be more disciplined and program-oriented, 1) it would mean far fewer partial, regional and stop-gap solutions and far less regard for the prejudices and vested interests of highly decentralized power groups—administrations, faculties and constituencies; 2) it would to a large extent prevent institutions, individually and collectively, from intruding themselves on behalf of non-national interests in national administrative programs; 3) it would put an end to the individual institution's search for its own political and financial support, a search that often results in fostering local, self-oriented, parochial and non-national powers; 4) it would dampen the process by which individual institutions and groups take advantage of multiple cracks ("cracks" mean opportunities for wallops and smacks at government) to steer national legislation and administration in ways imbalancedly congenial to them and to the institutions they represent.[38]

It is in this wider context that the topic of library materials must be considered.

---

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For twenty-eight years the Catholic Library Association has used Catholic Book Week as a means of encouraging good reading. In 1940 under the presidency of Dr. FitzGerald, Charles L. Higgins inaugurated the first "Catholic Book Week." It followed the lines and pattern of a "Book Week" that had been successfully carried out in Boston.

Unfortunately, World War II affected the plans of the committee. It was not possible to celebrate Catholic Book Week on a national scale during that year, but local units were urged to celebrate it and to report their activities to Headquarters.

Since Mr. Higgins was called to serve in the armed forces, Richard Hurley succeeded him in 1942. A poster and a slogan were inaugurated. The Book Week Kit was also initiated.

In 1949 Catholic Book Week was celebrated for the first time in February in conjunction with Catholic Press Month. The special interest that year was the Campaign conducted by Eugene Willging for books for devastated areas of Europe and the Philippines. A total of 6,279 books and 3,473 periodicals were collected.

The double-faced poster and the now out-of-print *Guide to Catholic Book Week Activities* were the innovations in 1959 when Sister Reparatrice, S.M. was the national chairman.

Sister M. Consuelo, R.S.M. was the chairman in 1960 when the first Regina Medal was awarded to Eleanor Farjeon. Edward Ardizzone, illustrator of the Farjeon books, came from England to accept the medal on behalf of Miss Farjeon. At that time he agreed to design the 1960 children's poster. The theme that year was selected in line with the thought of good Pope John—"Read to Know—Know to Love."

Under the chairmanship of Sister Perpetua Marie Sullivan, O.S.B., from 1961-1964, a decision was made to substitute the *CLA Booklist* for the booklists that formerly had been included in the kits and sold separately. The Catholic Book Week Awards were also stressed.

During the chairmanship of Sister Mary Arthur, I.H.M., Catholic Book Week consolidated its efforts. Every attempt was made to publicize both Catholic Book Week and the Catholic Library Association.

Sister M. Anthony, R.S.M., Catholic High School, Pensacola, Florida, is the present chairman and has a proud tradition behind her. She is looking for the same cooperation as that received by her predecessors.

The Catholic Book Week kits for 1968 contain: 2 posters, 10 bookmarks, the *CLA Booklist* and the Book Week contest blanks.

* * *

CELEBRATE CATHOLIC BOOK WEEK

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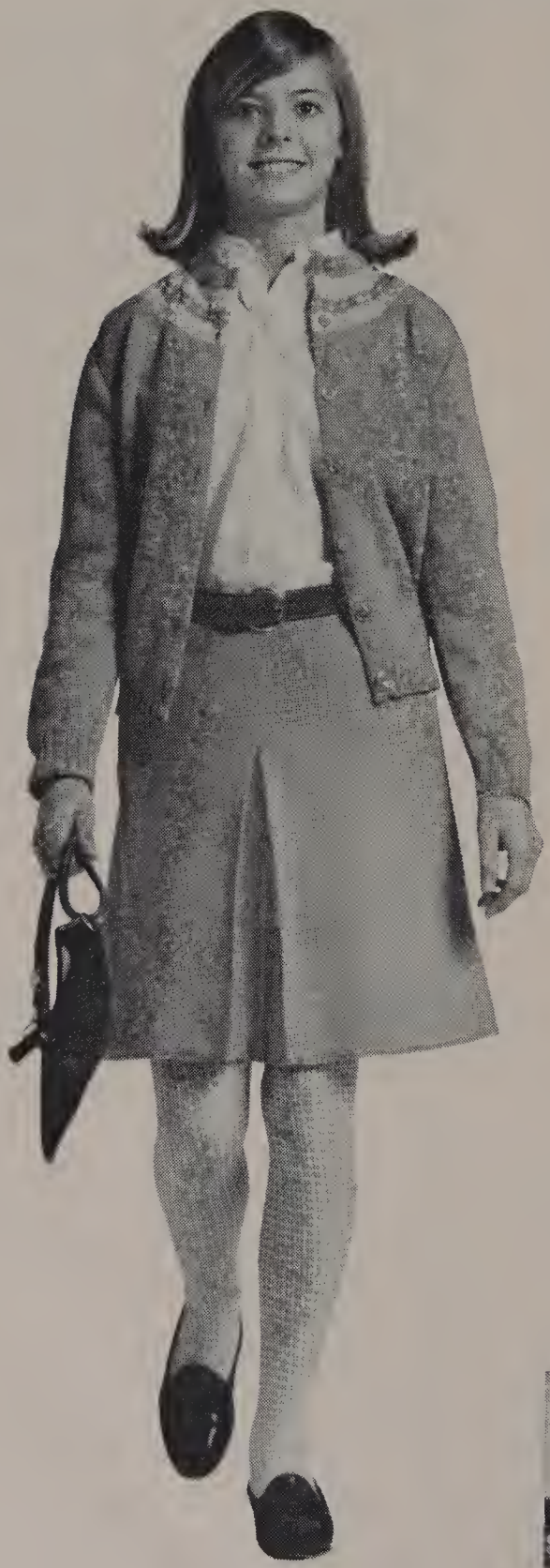

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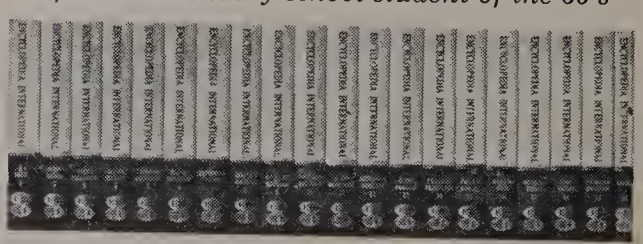

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"Adolescents' response to school assignments is a case in point. They seek out the reference resource that gives them the most immediate payoff. Learned circumlocution is a foreign tongue to them; they demand language that is as direct and lively as their own. They make discoveries every day, so they respond eagerly to knowledge communicated as if it had just been discovered. The workings of the adult world is somewhat mysterious to them; they welcome expert help — such as career guidance — which will help them prepare to enter it.

"Dwelling in their unique 'third world' — no longer children and not yet adults — adolescents should have reference resources tailored to their own interests and designed to meet their special needs."

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Book Review

O'NEILL, CHARLES EDWARDS. *Church and State in French Colonial Louisiana; Policy and Politics to 1732*. New Haven, Yale University Press, 1966. xii, 315 p. $10.00. 66-21529.

In *Church and State in French Colonial Louisiana,* Charles O'Neill, an Assistant Professor of History at Loyola University in New Orleans, has written a book which manifests amazing energy and some scholarly merit. In less than three hundred pages he has carefully traced the complex history of Church-State interaction between 1699 and 1732, and has shown how these two great historical entities dominated the vast wilderness occupying the entire Mississippi Valley and the Gulf Coast.

It is in this relationship between Church and State that we find the key which enables us to account for the successes, as well as for the many failures, of the venture in colonial Louisiana. From the historical chest O'Neill opens for us emerges a legion of bickering servants of the King, lay and clerical. The author chooses the last pages of his book to explain the fundamental reasons for this wasteful controversy, and he admonishes us not to judge from our contemporary world this dated and complex relationship between Church and State. Despite this admonition, the reader is burdened throughout the work by a seemingly endless series of quarrels between priest and civilian administrator.

O'Neill coolly delineates the unpleasant experiences of LaVente with the civilian Iberville, the lengthy controversy between the Jesuit Beaubois and La Choise, and the ouster of Bienville. Without bias he also discusses the serious differences which existed between Capuchin and Jesuit missionaries. It is, however, difficult for the reader to share in this spirit of scholarly detachment considering the great number of truly petty quarrels which are related in this book, one of which, for instance, concerned the laity's differences with colonial clerics over the rental of the best church pews. This is not an isolated example, and the reader is compelled to ponder how different this history might have been, how much stronger the colony might have become, had these controversies been avoided.

This book also compels this reviewer to consider what an exciting tale Professor O'Neill might have written had he broadened the scope of his labors to include consideration of those many brave men who ministered to the indigenous population amidst whom the French existed. These men were agents of the state on the frontier of civilization, but they were men of God as well. Comparisons with Spain's great miracle workers are unavoidable. Reference to the great Herbert E. Bolton appears in O'Neill's bibliography, but the excitement and brilliance of that historian's work is not to be found in this dry text. Hopefully Professor O'Neill will continue in this field, for much more exciting history remains to be told.

The aforementioned bibliography is, however, impressive and gives tangible evidence of this book's merit. The author has examined manuscript collections and official records in London, Paris, Rome, Quebec, and various cities in the United States. It is evident that he has made excellent use of this material, for his book is noteworthy for the clarity and completeness with which its complex topic is handled. Serious scholars will recognize their indebtedness to Professor O'Neill.

J. DAVID VALAIK,
Assistant Professor of History,
Canisius College, Buffalo, New York.

* * * *

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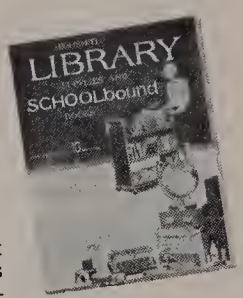

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Along with the organization and utilization of the various media falling into the category of instructional materials, the librarian who is classified as A-V librarian, besides becoming involved in some intricate cataloging, finds it necessary to delve into the simpler phases of electronics. Most often this new involvement does not take place in a school of technology, as an electrician's apprentice, in a radio or T-V repair shop, or as the direct consequent of a valuable hobby. Instead the neophyte, tangled in a web of wires and a maze of electric push-buttons, plugs, and switches, seeks help from handbooks and/or the patient salesman who is ever ready to impart a wealth of information and helpful hints in an effort to sell his wares.

It is with the intention of sharing ideas gained over a period of four years of experience with tapes and tape recorders, that this article is directed to other interested librarians.

PROBLEMS IN IDENTIFICATION

In organizing the audio-visual materials in a small college library, we were confronted with the problem of cataloging several reels of tape which had been acquired by the library. As is usually the case with inherited miscellany, the first of our tapes were not professionally recorded, hence not clearly marked, metered, or defined. This lack of information, it was soon discovered, greatly complicated the cataloging and classifying of the speech content. Earlier we had come to the decision that the tapes containing music should be kept in the music library with the music phonorecordings. We were fortunate enough to have these more difficult pieces classified and cataloged by a librarian who was also a trained musician.

Along with this rather haphazard collection of "first tapes" came an opportunity to subscribe to the traveling Marquette Tape Library. For a small subscription fee we would receive and be able to copy for our own purposes the many lectures recorded on a variety of subjects by top-notch speakers. These tapes were sent around to the various subscribing colleges for enrichment purposes. This provided a grand motivation for our beginning tape library.

By this time word had spread that the library was going to organize the speech tapes and make them accessible and useful to all the faculty and student body. Another influx of tapes arrived from faculty members eager to share their bounty with students and also anxious for the promised organization process which they claimed would not only help others but save them much time and searching when that certain talk on a certain unmarked tape was needed.

As the tapes began to stack up, it was discovered that the initial task was to decide just what was on each tape. Many times the box said one thing and the taped message flatly denied it. Often an unprofessional attempt had ended in failure and the tape had no real content value. These latter tapes were erased and used to recopy others.

The Marquette tapes and many of our gift tapes were well marked. All that was required here was recopying and consolidation of tape space so as to conserve.

CHOOSING A TAPE RECORDER

Another discovery was made when the tapes were played and various speeds were discerned. Our trusty old tape recorder could only play two-track recordings and two speeds, what if someone came along with a four-track recording and a different speed? A decision was made to invest in a four-track recorder. What were the advantages? We were assured that the four-track recorder could play back two-track re-

cordings as well as four. And with the use of four tracks we could get four times as much as on the old two-track machine.

And speed! What about speeds? Why not be completely versatile and get a four-track machine with the three most often used speeds: 1⅞ inches per second or 3¾ ips for speaking, and 7½ ips for fine musical recordings. The fact that recording at 1⅞ ips on four tracks would enable us to get four times as much on one tape as with the trusty old two-track at 3¾ ips or 7½ ips, swung the deal.

With our very fine older two-track machine we could play the master tapes which we learned were usually recorded on two tracks at 3¾ ips and copy them on the fresh or revived erased tapes by means of the four-track machine at the slower 1⅞ speed. We decided to do this to all our tapes and consolidate the speeches on less tape. We were often able to get six or eight lectures on one tape. After carefully copying the master tapes, which were our own, we made doubly sure that the copied tape was as authentic as the original, and then we erased the original, thus freeing another clean tape for copying purposes.

ERASING TAPES

A note of precaution should be given here. We learned that to erase a tape properly, it was not enough just to run it through the machine on "record." Often the recorded tracks are not completely erased and if the recorder-erased tape is played on another machine with a slight variation of tracks or tape heads the old traces of sound may distort what has been recorded anew on this partially erased tape. Luckily our language lab had a bulk eraser. With a few revolutions on this handy gadget, a flip of the reel, and a few more twirls of the tape, all of which only takes a few seconds, the complete sound is erased. The bulk-erased tape is as good as new. "As good as new" requires a word to the wise. Just as in the sale of other merchandise, there are good and poor quality brands of tape. We learned to invest in good tape not only to protect our machine from the crumbling of poor quality tape but to insure a good and lasting medium for our recorded speeches.

CATALOGING AND CLASSIFICATION

In the use of a four-track system much care had to be taken in labeling, metering, and cataloging the tapes if they were to be termed useful. Rather than give each tape a classification number that would apply to only one of the several speeches contained on the tape, each tape was numbered consecutively as it entered the library and the number prefixed with a "T" for tape. Our other A-V materials had been done in this way with different letters prefixing the numbers to designate the type of material, e.g. "FS" for filmstrips, "F" for films, etc.

Subject headings on added entry cards had proved useful in providing a means of classification for these materials so we felt that they could also be used for the tapes. Since the tapes would not be shelved with the books, we felt that this brought the material together within a subject field. At present the subject cards are filed in a separate file near the tape library. If, at a later date, it is deemed advisable to file them in the main catalog, this could easily be done as the "T" call number would immediately identify them as tapes to be found in the tape library.

A shelf list card was made for each complete tape. (Figure 1) This 3″ x 5″ card, unlike the shelf list card provided for the book, contained a complete listing of the tape contents, all pertinent speed and placement information, and tracings which were to lead to each subject entry used for the various selections of this tape. In other words, the shelf list card for the tape served as a main entry card and provided the subject headings from which all other cards could be made. This decision not to use author entries as main entries came about because it was felt that the subject value of a speech is of greater value to the patron than the speaker or title of his speech. If one is interested in a particular speaker, usually his speeches will fall under the same topic and be grouped within that subject under his name.

The subject cards to be filed in the catalog were made from the information on the shelf list card. The only additional information included on these cards was the place and date of the lecture if this was known. (Figure 2.)

The information contained on the shelf list card minus the subject headings was also typed

on a card to be inserted in the lid of the tape box. This eliminated copying information from the catalog cards and made it easier for the operator of the recorder to set up for listening in the least possible amount of time. (Figure 3.)

After this method of cataloging taped material was incorporated into the library, the use of tapes increased tremendously. With listening room facilities, provided for in our well-planned new library, and with several good four-track recorders, we felt we were meeting the needs of a new generation of tape users in the library.

Suggested readings:

Ahlers, Arvel W. *Family Fun in Tape Recording.* New York: Popular Library, 1965.

Angus, Robert N. "Sound Advice," *Modern Photography,* 28:46+, August, 1964.

Buckwalter, Len. "Tape Recorders and Accessories," *Stereo,* 29-39, 1966.

Burstein, Herman. "Tape's Progress," *Electronics World,* 64:38-39+, July, 1960.

Darrell, R. D. "Four-Track Tape," *High Fidelity,* 12:61-63+, February, 1962.

McBride, Robert. "Find 'Em, File 'Em, Forget 'Em," *Tape Recording,* 13:36-38, February, 1966.

Sterling, Albert. "Tape or Disc," *Stereo,* 37-51, 1967.

T19 Track 1:

Smith, John. A holiday in Mexico. (000-180) 1⅞ ips 1. MEXICO 2. SPANISH AMERICA

Lombard, Rev. James. Racial integration in urban areas. (180-end cont. on Track 4) 1⅞ ips 1. RACE PROBLEMS 2. NEGROES—CIVIL RIGHTS

Track 2:

Brown, Judy. The story of my conversion. (ooo-end) 1⅞ ips 1. CONVERSION—PERSONAL NARRATIVES 2. CATHOLIC CHURCH—BIOGRAPHY

(continued on next card)

T19 Card 2.

Track 3:

Shakespeare, William. Hamlet. (000-end) 1⅞ ips 1. ENGLISH LITERATURE. 2. SHAKESPEARE, WILLIAM, 1564-1616—DRAMA

Track 4:

Lombard . . . (Cont. from Track 1 (000-41)

Sears, James. A theory of cords and scales with piano demonstrations. (43-end) 7½ ips. MUSIC THEORY

Figure 1. Shelf list cards.

T19 MEXICO

Smith, John
A holiday in Mexico. Wright University, Steamer, Kansas, July 16, 1964.

Track: 1 (000-180)
Speed: 1⅞ ips.

O

T19 NEGROES—CIVIL RIGHTS

Lombard, Rev. James.
Racial integration in urban areas.
Convocation, Notre Dame College. St. Louis, December 22, 1961.

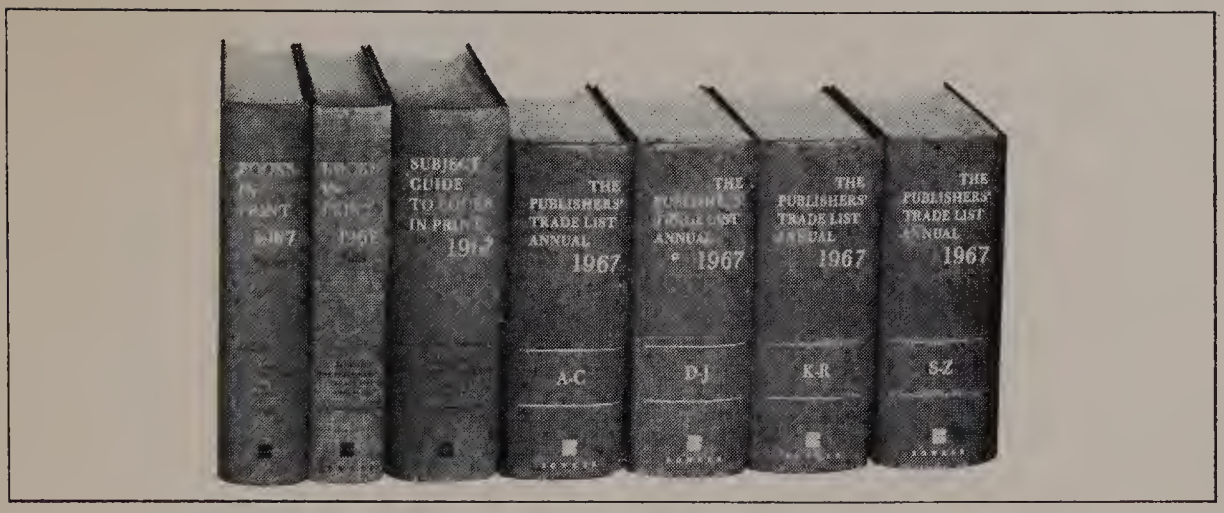
Track: 1 (180-end) continued 4 (000-41)
Speed: 1⅞ ips.

O

Figure 2. Subject cards.

Cardinal Ritter Library
Notre Dame College
T19 Track 1:
Smith, John. A holiday in Mexico. 1⅞ (000-180)
Lombard, Rev. James. Racial integration in urban areas. 1⅞ (180-end and cont. on Track 4)
Track 2:
Brown, Judy. The story of my conversion. 1⅞ (000-end)
Track 3:
Shakespeare, William. Hamlet. 1⅞ (000-end)
Track 4)
Lombard . . . (Cont. from Track 1) (000-41)
Sears, James. A theory of cords and scales with piano demonstrations. 7½ (43-end)

Figure 3. Top of tape box.



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HISTORY OF THE CATHOLIC LIBRARY ASSOCIATION

SISTER CONSOLATA MARIA, S.S.J.
Mount Saint Joseph's Academy
Flourtown, Pennsylvania

This is the 11th in a series of articles excerpted from Sister Consolata Maria's Master's dissertation on the Catholic Library Association.

The *CPI* office transfer from Manhattan College was transacted in 1952 by Father Kortendick, Director of the Catholic University Library Science Department. Through the generosity of Mr. Willging, Director of Libraries at the University, Mr. Sprug was released from his directive position in the Preparations Department.

In July of the following year, the financial administration of the *CPI* was moved from the C.L.A. Headquarters in Chicago to Catholic University and Miss Josephine Savaro was appointed Business Manager. This effected considerable economy in time and money, and centralized all *CPI* activities. In an effort to reduce the cost of publication, the new and inexpensive method of photo-offset was introduced at this time. The financial and editorial policies of the rejuvenated *CPI,* devised and directed by Father Kortendick and his committee for the 1952-1953 Volume are basically the same today. At the writing of this *History* (1963—two years beyond the scope of this paper), all *CPI* activities are centralized at the newly acquired C.L.A. Headquarters in Haverford, Pennsylvania.

In 1953, the Annual Conference was held in Columbus, Ohio. The Conference brochure, as well as the *Catholic Library World,* refers to this meeting as the 29th Annual Conference though the previous Conference is correctly recorded as the 26th meeting. The C.L.A. did not meet during two war years, and the consecutive numbering of actual meetings was used up to the 1953 Conference. The purpose of this change is not noted in the Minutes of this Meeting or in those of the previous year's. The new numbering now identified the years of the Association's independent existence with its Annual Conference.

Among the subjects considered at the 1953 Meeting was the matter of the newly revised Constitution as drafted by Brother Aurelian Thomas, Chairman of the Committee on the Revision of the Constitution, and former President of C.L.A. The following proposals, suggested by Brother Thomas and adopted by the Association represent the major modifications of the Revised Constitution:

1) . . . amendments to the Constitution and By-Laws should be first proposed to the membership by being printed in the CLW.
2) . . . encourage Catholic librarians to enlarge their sphere of activities by participating in and contributing their ideas to work being done in other than Catholic libraries.
3) . . . a past President shall become an honorary member for life of the Advisory Council.
4) All matters pertaining to the development of units and of regional conferences and their relationship to the CLA shall be centralized in the office of the Executive Secretary.[1]

The 1953 Finance Committee Report on expenditures and receipts, exclusive of CPI, submitted by Chairman Rev. Andrew L. Bouwhuis, indicated progress and security. Father's Report abounds with such statements of financial security as these:

. . . We have taken in much more money than I expected. We took in $12,968 for membership, whereas I had expected about $8000 or $9000. How could I have known that Sister Eone would be able to register about 200 new members?
. . . From advertising, we have an income of $2400
. . . Book Week for this year yielded a net of about $270, which we may spend. . . .[2]

Father Kortendick's Report on the *CPI* was the most lengthy, and necessarily so, since it recorded the involvements necessitated by the transfer and re-establishment of *CPI* offices, the orientation of a new editor, and a retrospective evaluation of the following six goals which the Committee had formulated when it was organized a year before:

1. To put the *CPI* on a sound financial basis
2. To reduce the cost of publication
3. To get current indexing out on time
4. To clear up the matter of cumulations
5. To supervise the indexing policy of *CPI*, to improve it if possible and to extend its coverage
6. To promote *CPI* and secure new subscribers.[3]

It was Father Kortendick, too, who proposed that Mr. Laurence Leavey be granted a Life Membership in the Association in recognition of his years of service for C.L.A. Father's proposal was accepted by the Council and by the retiring President O'Loughlin whose duties were now taken over by Helen L. Butler. The vice presidential office was filled by Rev. A. Homer Mattlin, a Jesuit and the librarian at Loyola University in Chicago.

One of Doctor Butler's first major appointments as the new C.L.A. President was that of Rev. Vincent T. Mallon, M.M., as Secretary-Treasurer and *World* Editor. Again Headquarters changed and this time to Maryknoll Seminary in Glen Ellyn, Illinois where Father Mallon was librarian. Though his C.L.A. duties were to be on a "part time" basis, Father's responsibility of maintaining a well-ordered seminary library, of administering to young men preparing for the Priesthood, and of performing his own daily sacerdotal duties was, without a doubt, a full time task. Father brought to the Association's attention the work load involved in his three-fold C.L.A. office. The revelation, and one not made in the spirit of self pity, evidenced the need for a distribution of editorial and secretarial duties. The following portion of an Executive Council letter records the daily routine of the C.L.A. Secretary-Treasurer-Editor:

> . . . Every day the mail flooded in, 50, 75, 100 letters at a time ordering material, asking for information. We got a label out to Mr. Trezza in Phila. within 24 hours. . . Six hundred bills had to be figured, typed in duplicate and mailed. . . . We had to get out publicity releases to forty magazines, a dozen news services and newspapers.
>
> . . . I didn't go near my own library. . . . But, in addition to Book Week there was the routine work of the office, planning, proof reading, editing, etc., for the WORLD, trying to get the Handbook into print. . . .[4]

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[1] Committee Reports of 1953 Conference; General Business Session, Columbus, Ohio, April 8, 1953 (in the files of the Association).

[2] *Ibid.*

[3] *Ibid.*

[4] Letter of Vincent T. Mallon to Council, April 9, 1954 (in files of Association).

DICTIONNAIRE DE LA POLITIQUE FRANCAISE

Henry Coston ed.

Paris 1967 **1088 pages** **bound $21.75**

Containing exhaustive biographical information and addresses about different French personalities (ministers, members of the Lower House, senators, party leaders, newspaper or magazine editors, writers, speakers) of the various parties. Classified alphabetically.

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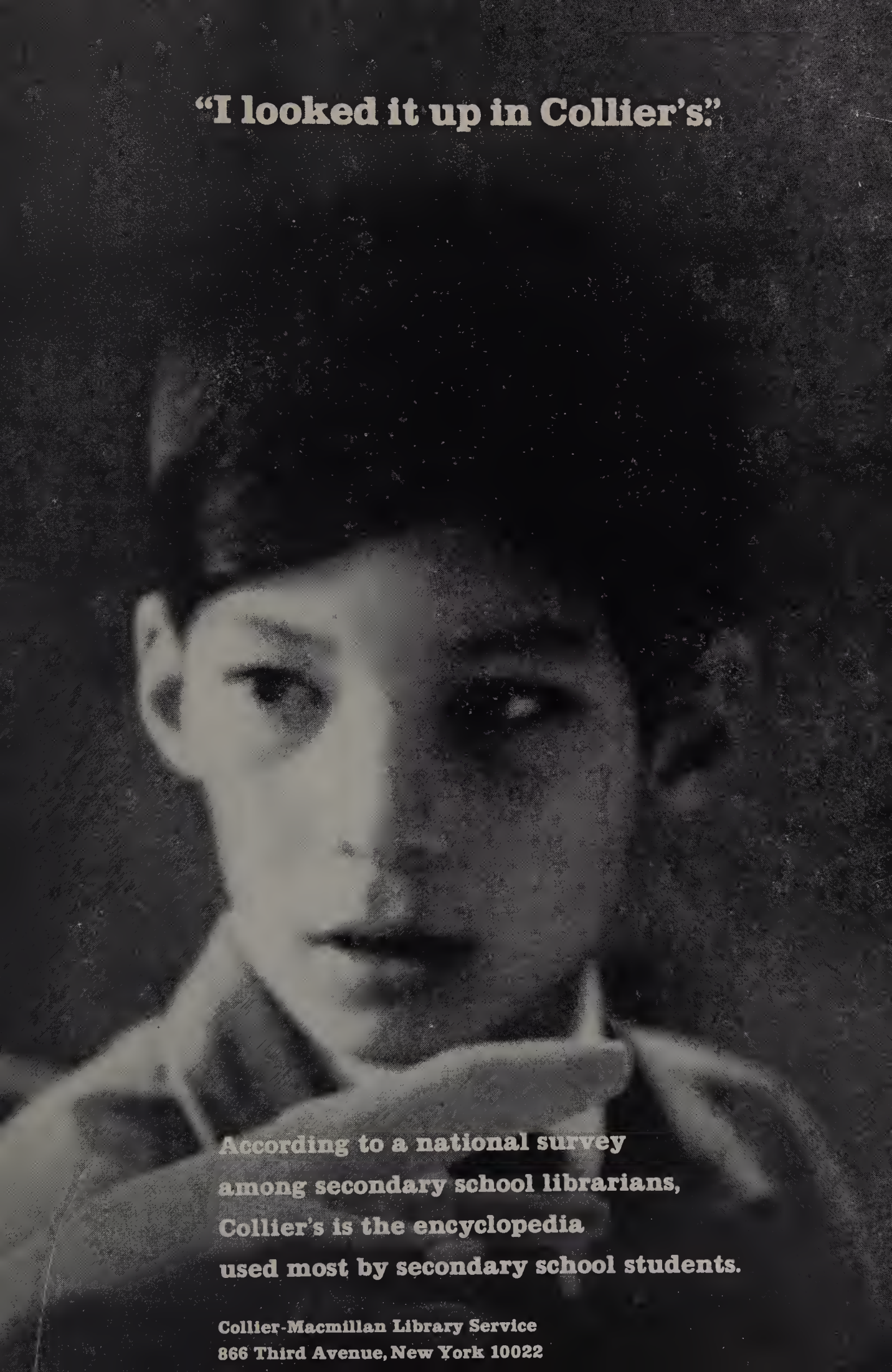
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SOURCES OF FREE PICTURES lists the most recent pictures available from commercial sources and from back issues of easily available magazines. Copies may be secured from Bruce Miller Publications, P.O. Box 369, Riverside, California 92501, for 50¢ plus 10¢ postage.

BOOKS TO HELP CHILDREN ADJUST TO A HOSPITAL SITUATION, an updated, fifty-five page pamphlet compiled by Mrs. Vera S. Flandorf, Nurses' and Children's Librarian at Children's Memorial Hospital, Chicago, is now available from the Association of Hospital and Institution Libraries, a division of the American Library Association.

Copies of the pamphlet are available from the AHIL office of the American Library Association headquarters, 50 East Huron Street, Chicago, Illinois 60611, at 50¢ a copy.

THE CATHOLIC PRESS DIRECTORY for 1967-1968 is available at $5.00 from the Catholic Press Association, 432 Park Avenue, South New York, N.Y. 10016. This is an important annual for libraries.

HERDER & HERDER, New York, publishers of books and of *Herder Correspondence* magazine, has acquired *Jubilee* magazine.

TROUBLED GIRLS are the special concern of the Good Shepherd Sisters. Sister Mary of Our Lady of the Angels has written the *Diary of Jane Keeler* to show deprived teen-agers that there is some help for them. It may be purchased from Our Sunday Visitor, Huntington, Indiana 46750 for 95¢.

NATIONAL CATHOLIC BOOK AWARDS for the best Catholic books published in 1966 have been presented to Walter M. Abbott, S.J., General Editor, *The Documents of Vatican II,* America Press, Association Press, Guild Press, Herder and Herder; Leslie Dewart, *The Future of Belief,* Herder and Herder; Rev. Alexander Jones, General Editor, THE JERUSALEM BIBLE, Doubleday & Co.; John L. McKenzie, S.J., *Authority in the Church,* Sheed & Ward; Christopher F. Mooney, S.J., *Teilhard de Chardin and the Mystery of Christ,* Harper & Row.

POSTER ON PROFESSIONAL CAREER OPPORTUNITIES. The Baker & Taylor Company through its Library and Institutional Department is providing a 3 color poster to highlight professional opportunities in the library field. These posters are provided free of charge. Send your poster requirements to either, Harold Roth, The Baker & Taylor Co., Hillside, N. J. 07205 or James Thompson, The Baker & Taylor Co., Momence, Ill. 60954.

NEW RULES FOR AN OLD GAME is the title for a book of discussions on the Anglo-American Cataloging Rules. This is a result of a two-day workshop held in April at the School of Librarianship, University of British Columbia. Order from the University, Vancouver 8, B.C., Canada.

GAYLORD BROTHERS, INC. has entered the audio-visual field with a line of all-metal filing equipment made specifically for school and library use. For details and a copy of the Gaylord A-V Equipment Catalog, write Gaylord Brothers, Inc., 155 Gifford St., Syracuse, N.Y. 13201 or 29 N. Aurora Street, Stockton, Calif. 95201.

Publishers' World 67-68, compiled and edited by Sally Wecksler, is available from the R. R. Bowker Co., 1180 Avenue of the Americas, in New York. The postpaid price per copy is $15 net in the United States and Canada $16.50 elsewhere). A separate supplement which indexes the contents of the first three annual editions of the *Yearbook* will be available upon request to purchasers of the current edition.

A valuable feature of *Publishers' World* is its geographical directory of more than 4,000 publishers and import-export book dealers considered to be among the most active in the international market. This has been selected from all sources available to the R. R. Bowker Company.

RESEARCH IN EDUCATION is a new abstracting and indexing service in the field of education. It is a product of the Educational Resources Information Center (ERIC) of the U.S. Office of Education. Eighteen Clearinghouses, each specializing in a given subject field, acquire, evaluate, and process the research reports to be included. To date, issues up to Number 7 have been published. The list of Clearinghouses is given on the last two pages of Issue No. 7. One of the newest Clearinghouses is the one at the Center for Documentation and Information Retrieval at the University of Minnesota and is concerned with research materials in Library and Information Sciences. Subscription is $11.00 a year. Order from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

LIBRARY TECHNICIANS is the title of a report of a conference held at Catonsville Community College, Chicago, Illinois, May 26-27, 1967. It may be purchased for 75¢ from Communications Service Corporation, 1629 K St. N.W., Washington, D.C. 20006.

SLA HEADQUARTERS TO MOVE. After nearly thirty years in the Stechert-Hafner Building in New York, Special Libraries Association will move its Headquarters into new quarters in Manhattan. Effective September 11, 1967, the Association's new address will be 235 Park Avenue South, New York, N. Y. 10003. The office phone number (212-777-8136) remains the same.

THE MICRO PHOTO DIVISION of Bell & Howell Company, 1700 Shaw Avenue, Cleveland, Ohio 44112 has published *Selected Newspapers, Periodicals and Records in Microfilm.* There is a brief description of each newspaper, giving its date and history as well as a price list for the microfilm. The Catalog is well organized and artistically illustrated.

FREDERICK A. PRAEGER will be the United States distributors for Eugrammia Press, London publishers of limited editions of some of the world's rarest and most beautiful illustrated books.

A NEW MAGAZINE entitled *Education News* has been announced by the Cowles Publications. It will come out every other Monday, except in April, July, August and September, when it will be published the second day of the month. The first issue is October 16, 1967. Its news coverage will include: Teacher recruitment, Teacher training, Teaching innovations, School construction, School maintenance, Government legislation, New equipment and ideas, Education finance, Student relations, Community relations, Conventions and meetings, Audio/visual developments.

THE EDUCATIONAL RECORD SALES, 157 Chambers Street, New York, N. Y. 10007 have published a catalog of 180 pages which lists materials in all subject areas and grade groups. It is available free to educators on request.

THE 1967 SCHOOL LIBRARY SUPERVISORS DIRECTORY includes names and addresses of state NDEA and ESEA administrators, subject specialists, officials coordinating the purchase of library-type material, supervisors, consultants, directors plus current statistics on budget, book expenditures, federal and state aid, school enrollments, and other information. Order from Bowker, 1180 Avenue of the Americas, New York 10036, $12.85 net in U.S.

THE OFFICE OF ECONOMIC OPPORTUNITY had compiled a *Catalog of Federal Programs.* The demand exceeded the supply, and a second edition was published in June, 1967, and retitled *Catalog of Federal Assistance Programs.* This catalog is extremely useful to libraries as it gives pertinent information at a glance.

CLR

It is always a pleasure to receive a copy of the report of the Council on Library Resources. Exceptionally attractive in appearance, sound in coverage, and stimulating in content these annual reports should be required reading for every staff member. The *10th Annual Report* includes a review of the 1956-1966 period so ably directed by Verner W. Clapp. The record of projects completed within these years will long be a monument to Mr. Clapp and his dedicated staff.

The Catholic Periodical Index

A PUBLICATION OF THE CATHOLIC LIBRARY ASSOCIATION

is a key to Catholic topics and the Catholic viewpoint on general topics
aids the busy librarian, faculty member, research worker, student and general reader
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increases the value of periodicals by making them available for reference: a continually revised and up-to-date encyclopedia of information
indicates authoritative reviews of recently published books in all fields
lists important bibliographies and bibliographical references
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offers supplementary reading to enrich classroom lectures
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is useful as a buying list of Catholic periodicals
together with the Guide to Catholic literature constitutes an excellent tool for book selection

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V. 6 (1950-1952) .....O.P.	V. 13 (1965-1966) $20.00
V. 7 (1952-1954) $15.00	V. 14 (1967—Currently being issued.)

Subscription Information Available Upon Request

Professionally Speaking

Editor
SISTER M. CLAUDIA, I.H.M.
Marygrove College Library
Detroit, Michigan

THE NEW BOOK OF KNOWLEDGE

The New Book of Knowledge (Grolier Educational Corporation, 845 Third Avenue, New York, New York 10022) reflects the kind of school and the type of curricula that librarians and teachers work with in today's modern world.

Based on recommendations made by a series of conferences held throughout the country, with librarians and educators participating, the *New Book of Knowledge* provides a completely new encyclopedia for use in the elementary school field.

Many enthusiastic reviews that evaluate this set are available but here attention should be called to a feature of special interest to librarians. A fact Index is provided in each volume with information on topics for that particular volume. All schools and libraries, however, will be furnished, at no extra cost, with a copy of the comprehensive, consolidated Index in one volume with over 85,000 text entry references. This volume alone is a ready reference tool that any librarian will want to keep close at hand.

GUIDANCE

The Guidance and Counseling Services of the National Catholic Educational Association (1785 Massachusetts Avenue, N.W., Washington, D.C. 20036) has just published its first issue of *Focus* a bi-monthly publication designed "to channel information to superintendents, guidance council presidents, chairman of Steering committees, and select personnel in the field."

DOCUMENTATION

IDO-C America (information documentation on the conciliar Church) is the result of merging DOC (documentation service created for the bishops early in the Council by Dutch Catholics) and CCCC (the Center of Coordination of Council Communications, an information service for newsmen). Begun in Rome in 1965 IDO-C has distributed approximately 50 documents a year. The original document, translated in Rome into 5 languages, is airmailed to the American distributor where it is duplicated and mailed out within 48 hours to subscribers in the U.S. and Canada.

With the first session of the senate of bishops scheduled to open in Rome on September 29, IDO-C will be indispensable for libraries that want to keep in touch with the implementation of Council Communications. Subscription rate is $25.00 a year ($7.00 for a trial order for 12 documents) and may be placed with IDO-C America, Box 265, Baldwin, New York.

AUTOMATION

Several months ago reference was made to the Balding & Mansell printing firm of London and the methods used by them in preparing the British Museum *General Catalogue of Books* (263v., 1960-66) and the *Union List of Serials,* 3rd ed. (H. W. Wilson Co., 5v., 1966). Now new equipment and new techniques have been developed and a new company Mansell Information/Publishing Ltd., of London and Chicago, has been formed to publish catalog, bibliographic, and informational material of particular interest to libraries and librarians throughout the world.

The first Mansell title, published in February 1967, is the *Brasenose Conference on the Automation of Libraries,* the Proceedings of the Anglo-American Conference on the Mechanization of Library Services held at Brasenose College, Oxford, June 30-July 6, 1966.

Organized by a group from the British Museum and Oxford and Cambridge Universities and sponsored by the Old Dominion Foundation the Brasenose Conference brought together librarians concerned with current thought and achievement in the field of library automation.

Other projects planned by the Mansell firm (360 North Michigan Avenue, Chicago, Illinois 60601) include: The *National Union Catalog,* pre-1956 imprints, and the Catalogue of the *Shakespeare Memorial Library,* Birmingham, England.

JESUIT RELATIONS

Since it is improbable that Reuben Gold Thwaites' *Jesuit Relations and Allied Documents* will ever be revised or updated, Loyola University Press is issuing *Errata and Addenda,* by Joseph P. Donnelly. The volume will correct the documents and bring the bibliography up-to-date. Announced for publication on April 3 at $14.00 a copy, prepublication orders will be filled at a 50% discount.

THE NEW WINCHELL

College libraries are fortunate this fall in having current tools with which to evaluate their collections. The eighth edition of Constance Winchell's *Guide to Reference Books* (A.L.A., 1967, $15.00) is now available. Completely revised, reorganized, and enlarged this latest edition of a classic work is an essential tool for the increasingly difficult task of selecting reference books for any type of library. Because of the many reference books now being published the number of titles included has been increased from 5500 to approximately 7500. The year 1964 was the closing date for inclusion but a few important 1965 titles have been added, notably the third edition of the *Union List of Serials.*

The arrangement in the new edition conveniently divides the references into General Works, the Humanities (in the modern sense), Social Sciences, History and Area Studies, and Pure and Applied Sciences. Annotations are in general descriptive rather than evaluative. The closing date of 1964, excludes the *New Catholic Encyclopedia.* It is unfortunate, though, that no mention is made of a new edition in progress since the NCE was started in 1959 and was well on its way to completion by 1964. The numerous references in annotations to the old *Catholic Encyclopedia* would suggest that libraries retain at least one set of this 1907-14 edition. The *Guide to Catholic Literature* is still credited to Walter Romig but this is undoubtedly because of the delayed publication date of C.L.A. The section on Liturgy and Ritual will need immediate revision to be in line with the changes that went into effect with Vatican II.

All reference librarians will be grateful to Constance Winchell for retaining Isidore Gilbert Mudge's introduction from the sixth edition of the *Guide.* The summary statement on "Reference Materials for Special Subjects" is most helpful as are the numerous listings of sections of general reference works under special subject listings. This new edition of Winchell should indeed be the primary *Guide* for all beginning reference librarians as well as those experienced ones who need to be sure they are keeping abreast of the times.

Progress in Library Science, 1966, edited by Robert L. Collison (Archon Books, 60 Connolly Parkway, Hamden, Connecticut 06514, $10.00) includes a "Chronology" covering events in Great Britain from November 4 to December 6, 1965. An interesting item is the statement that the "Bodleian Library plans to use a computer in the compilation of its catalogues." This is the second annual volume which "examines our present attitudes and techniques" and "provides a varied selection of material which, though not formally research, makes a stimulating contribution to it."

A. J. Walford's chapter on "Bibliographies" sets some criteria for the compilation of bibliographies, comments critically on approximately 100 of them, and calls attention to current trends. A surprising and interesting inclusion is Robert L. Collison's chapter, "New Light on Coleridge and the Metropolitana."

The White House Library: a Short-Title List is available in paperback from the White House Historical Association, 1634 Eye St., N.W., Washington, D.C. 20006 ($2.50 + $.50 postage). The approximately 2500-volume library was assembled by James Tinkham Babb, Yale Librarian Emeritus, at the request of Mrs. John F. Kennedy.

LIBRARY BULLETIN

From England also comes the first issue of the Library Association's *Library & Information Bulletin* (7 Ridgmount St., London, W.C. 1, quarterly £3 per year). It is worth noting that the Dewey Decimal Classification is not used to arrange the list of books on library science. Approval has just been given to use the draft edition of the Classification Research Group's scheme in the Library. Since November 1965 all additions have been classified by this scheme.

Books in the Health Sciences

Editor
MARGARET LEE
St. Joseph's Hospital, School of Nursing
Phoenix, Arizona

Editor's Note: In preparation for my first venture as editor of this column, I reviewed "Books and Bandages" for the years 1963 to date. I was impressed anew with the worth of each article. This undertaking of mine is indeed a challenge.

TOOLS FOR LIBRARIANS OF THE SMALLER LIBRARIES

This is the beginning of the year for most of our smaller libraries and even in this age of transition, tending toward more larger institutions and fewer small ones, smaller libraries still are with us. Probably it is safe to say in our section the smaller ones are in the majority.

The problems of the librarian in a small library are many, but the key problem centers in the budget. It seems that many do not have one. Not having a budget places the librarian in a very uncomfortable position. The strength of a library is in its holdings and all materials must be selected with care and deliberation. Quality, not quantity must be considered. With all the books, journals and pamphlets now flooding the market, selectivity becomes more and more important.

Why does this all hinge on the budget? A budget defines limits. The librarian knows exactly with what he has to operate. He can say to the library committee. "This is what we have to spend. What are our prior needs? In the smaller libraries, the committee is usually composed of teachers who will be assigning students, or professional people coming to the library for reference material. They can see by the size of the budget the limits which must be set on recommendations for purchase.

During this time in which self-education and independent study are so greatly encouraged, students in all areas of the health sciences need the opportunity to meet with the best minds as they are available through the literature.

When there is no budget and purchases must be made by requisition as needs arise, the tendency is to sacrifice quality because of anxiety about justifying the cost to the administrator. Libraries make no monetary return and even an administrator's budget has limits. Return from any library is only in prestige to the institution of which it is a part and appreciation of those for whom the library serves a purpose.

Most librarians, even in the very small libraries, have learned of the vast store of free materials made available by both industrial and professional firms and are very grateful for this generous help. But most of this material is ephemeral. It is for the solid base of carefully selected holdings on which a library must rest that a budget is essential. It is the very best tool with which a librarian can be equipped.

* * * *

TALKING SHOP

Contributing Editor
RICHARD J. HURLEY
Supervisor of School Libraries
Fairfax, Virginia

Those who felt that the 1960 ALA Standards were stratospheric will surely go into orbit if the 1967 standards stand as they are tentatively projected. The material released in San Francisco is not for use so the comments here are unofficial—perhaps action will be taken by the time this copy (written in mid-August) is published. The contents of the School Media program has seven parts—Philosophy-Objectives-Functions; Personnel, Materials, Facilities, Regional and national planning. Two sections each are devoted to materials collection and facilities. Everything is upward and onward. For instance, in personnel beyond increasing

the number of librarians and clerks per enrollment, we have a technician for audio-visual services. Materials take a considerable jump, approximately doubling present standards for books and magazines. As anticipated, the most significant development is in the area of audio-visual materials. Filmstrips begin at a basic collection of 500 titles, jump to 1500 and then climb to 3000 titles. 8mm films are to be 1½ films per student up to 500. The 16 mm. should average 12 films per teaching station with a minimum of 1000 titles either centralized or in some other plan. Tape and disc recordings are the same as filmstrips. Other levels are given for globes, slides, transparencies, study prints, art prints, maps, dioramas, video tape recordings, graphs, models, realia, dial access programs, pictures, charts. The budget calls for printed materials 3% of the average per pupil cost—in our district this would be $15.42. Other items are professional materials, supplementary and audio-visual which would be 1% or $2-6. Physical quarters call for 45-55 seating in small schools and 10% above 551 enrollment. Space is given for each area plus detailed specifications for shelving, tables and chairs and audio-visual.

Instead of objecting to these standards as happened to the 1960 ones, we should interpret these as goals to shoot at and work out a five year plan—it may be fifty years actually. The concept behind the plan of a media center is a sound one and we welcome the contribution of the Department of Audio-Visual Instruction of the NEA. We should remember that in 1965 a group published the Quantitative Standards for Audio-Visual Equipment and Materials which to our thinking did not have the concept of a Media Center or enlist the aid of librarians. We suspect that most of the credit for the DAVI-ALA teamwork is due to Dick Darling and to AV consults who are library minded. For elementary and secondary schools, guidelines were given for personnel, materials, budgeting and equipment. Several details will have to be worked out such as the relationship of the librarian and AV personnel and this must be done very carefully or prior rights and interests can wreck the teamwork projected. We hope that working case studies can be given to the library systems and the experimentation being done lend wisdom to the future. We can only commend the cooperation which has brought this document into being. The subject should be discussed at the next meeting or workshop of all groups of school librarians.

Doubleday in its new School & Library Division under the guidance of David C. Reydel and the sales manager, J. J. O'Leary has come up with three items for the TS Column. It has joined the number of publishers providing processed books. The three ways of ordering include complete processing with plastic jackets for 74¢ in addition to the book cost, *Library Journal* kits for 29¢ extra and reinforced library editions at 75¢ additional. We have ordered all our Junior Literary Guild books sent with kits to individual schools. Title II provides for processed books and Catholic schools lacking professional or clerical help should take advantages of this opportunity under Title II, and of the rock bottom service by Doubleday. It has a tie in with Weston Woods which is nationally known for its AV presentation of children's literature including Caldecott & Newbery awards. Here is a chance to get the kits or processed books with color Filmstrip at a net of $6.50 and sound filmstrips sets for $25. We think this is a bargain. Present offerings are *Georgie, Brown Cow Farm, Don't Count Your Chicks, The Cow Who Fell in the Canal* and *The Fox Went Out on a Chilly Night.* We also commend Doubleday's high interest-easy reading catalog *Books For Reluctant Readers.*

Our orchid for the month goes to Marian King who has provided us with a new edition of an old friend *A Gallery of Children.* The black and white Lippincott version has reappeared from Acropolis Books (2400 17th St., N.W. Washington, D.C. 112p. $5.95) in a beautiful form with a colored inset on the cover and 23 famous paintings of children in true color from the National Gallery of Art. Included is a description of the Gallery, a pronouncing guide to artist's names, bibliography, index and biographical data on the author.

Another beautiful book is Marsha Tudor's *More Prayers* (Walck $1.95) in the same attractive format as her *First Prayers* and *First Graces.* It would be a wonderful Christmas present for small people.

THE PARISH AND LENDING LIBRARY

Editor
MRS MILTON YOUNG
Parish and Lending Library Section
Michigan Unit, CLA

AN UNPOPULAR PARISH LIBRARY

ANN LUCKASY
Parish and Lending Library Section
Michigan Unit, CLA

Editor's Note: At the Parish Section meeting in Cleveland, members of the Section put on a skit demonstrating some of the undesirable attitudes to be avoided in a parish library.

SCENE I

SETTING: A parish library
CHARACTERS: 1 elderly librarian, 2 teenagers

SCENE OPENS WITH LIBRARIAN DUSTING SHELVES AND REARRANGING BOOKS, COMPLAINING VOLUBLY ABOUT UNTIDY AND INCOMPETENT LIBRARY PERSONNEL.

LN: (speaks) I wish people just wouldn't bother to volunteer for jobs if they don't intend to be thorough in their work. Every time I come in this place is a mess! Dirty, untidy shelves and books left willy-nilly all over the desk.

(SEES TEENS APPROACHING) Good grief! Here comes a pair of those trouble-making teenagers.

ENTER TEENS. LIBRARIAN LOOKS HER DISAPPROVAL AND MANAGES TO BE BARELY CIVIL.

LN: Good morning, can I help you?

TEENS: (in unison) We really don't know. You see, Sister gave us this assignment and we have to get some books. Could we just look around?

LNS Well, all right, but be sure you replace the books.

TEENS: (with exaggerated politeness) Yes, ma'am!

LN CONTINUES TO DUST SHELVES, SHOVING BOOKS SMARTLY BACK INTO A STRAIGHT LINE. SUDDENLY SHE NOTICES THAT TEENS HAVE REMOVED SEVERAL BOOKS LEAVING GAPS ON THE SHELVES. RUSHES OVER AND SHOVES BOOKS TOGETHER, CASTING ANNOYED GLANCES AT THE TEENS.

LN: (TESTLY) Did you find what you wanted?

1 TEEN: (Hesitantly) No, not really—that is, I'm not sure which of these to take out.

LN: You should have asked me—I offered to help.

1 TEEN: (FLUSTERED) Well, I couldn't ask before I looked to see what you have.

2ND TEEN: Yeah—how are we supposed to know what you've got in this joint?

LN: (BRISTLING) Nonsense! I know every book on these shelves!

1 TEEN: (STILL POLITE, BUT SHOWING STRAIN) Our English teacher assigns weekly book reports, but we hand them in at the end of the month. I thought I might get all my books today.

LN: (EXAMINING STACK OF BOOKS) Well, make up your mind. I don't get paid for working here, you know. Goodness knows it's hard enough to give up Sunday mornings without having to put this place in order every time it's my turn. (RUNS FINGERS ALONG A ROW OF BOOKS, EVENING THEM UP) Now, if you'll just choose the ones you want, I'll replace the others.

2 TEEN: Here's mine. (TURNS TO FRIEND) Let's get out of here.

1 TEEN: (GRABBING TOP 3 BOOKS) I guess these will do.

LN. SNATCHES BOOKS, CHARGES THEM OUT AND THRUSTS THEM AT TEENS. Remember, you'll have to pay for any damage to these, so take good care of them.

TEENS: (NOW THOROUGHLY DISGRUNTLED) Yes, ma'am, we know.

LN: All right, now I'd better get back to work if I expect to set this place in order. (PRACTICALLY SHOVES TEENS OUT THE DOOR)

SCENE II

SETTING: same—a few minutes later
CHARACTERS: Ln. and Young Mother

SCENE OPENS WITH LN. MENDING A BOOK. ENTER YOUNG MOTHER

Y.M. (IN GREAT HASTE) could you please tell me if you have a copy of a book on St. Francis of Assisi? It's one by that Austrian author, Louis de Wolf or something like that.

LN: (LOOKING VERY SUPERIOR) You mean Louis de Wohl. I think the title is *The Joyful Beggar,* a biography in novel form.

Y.M. (RUNNING TO THE WINDOW AND ANXIOUSLY LOOKING OUT) Yes, yes! That's the one. My sister read it and just loved it.

LN: (STILL LOOKING DOWN HER NOSE AT Y.M.) Well, Wohl does produce fair novels, in a sort of romantic turn. They're all right if you want something easy to read. (WALKS OVER TO FICTION SECTION, FINDS BOOK AND HANDS IT TO Y.M.)

Y.M. (DEFENSIVELY) Actually I don't have much time to read—not nearly as much as I would like to. Our children keep me pretty busy, and by bedtime I am so tired that my eyes just won't stay open long enough to read more than a few pages. (LOOKS TOWARD WINDOW AGAIN) Which reminds me—they are out in the car and I'll better get moving before they hurt each other.

LN: (SHOCKED) You mean you left small children out in the car alone?

Y.M. (ANNOYED AT THE CRITICISM) What else could I do? My sister says you don't like little ones in the library.

LN: Indeed we don't. These books are expensive and our fund is very small. Last week a woman came in here with two small boys and while she was browsing, they messed up an entire section.

Y.M. Yes, I know. That was my sister. She was so upset! I don't know if she will ever come in again.

LN: (DEFENSIVELY) I didn't mean to hurt her feelings. But if people would only realize how hard we have to work to raise money to purchase books. They wouldn't be so quick to take offense when we try to protect them.

Y.M. You are absolutely right, I'm sure. But what good are the books if nobody reads them? And children should learn at an early age to feel at home in a library. Please check them out—I *must* run.

LN: (CHARGES OUT THE BOOKS) It's too bad you don't have more time. We have several new books well worth reading. Come back again—without your children. (WALKS TO THE WINDOW AND THOUGHTFULLY WATCHES Y.M. DRIVE AWAY)

SCENE III

A LITTLE LATER. LN. IS CHECKING RETURNED BOOKS FOR DAMAGE.

CHARACTERS: Ln. and a male parishioner, well known to Ln.

ENTER MR. DAVIS. (LN. GREETS HIM WITH ENTHUSIASM) Oh! Good morning Mr. Davis. How nice to see you!

M.D. Good morning Mrs. ———. Has that book been returned yet—the one I asked for a couple weeks ago? You remember, Louis Evely's *That Man Is You.*

LN: Indeed it has, Mr. Davis—this morning. Do you like his books?

M.D. Actually I have never read any of Father Evely's books. But lately our pastor has been quoting from this particular work and basing his sermons on some of the excerpts. My curiosity has been aroused and I want to discover at first hand what this author has to say.

LN: Evely is quite good—but he says things in a shocking way. I am not sure he is my cup of tea. Now—Merton and Raymond are more—oh—I don't know how to express it—but their writings seem to me to be more religious somehow.

MD. Yes, they are quite popular, but have you ever considered the possibility that one needs to be shocked now and then for the good of mind and soul? It's so easy to entrench ourselves into mental and spiritual ruts when we confine our reading to certain groups of authors—especially if they exhibit definite similarities.

LN: (THOUGHTFULLY) You are probably right, Mr. Davis. I never thought about it from that point of view before. Let me check this out for you. (TAKES BOOK AND REACHES FOR THE STAMP PAD) Oh—I just happened to remember—we have two other books by Evely. Let me just find them for you.

MD: Really, Mrs. ———, I had better just take the one. With Mrs. Davis all primed to tackle the spring housecleaning, not to mention all the jobs she has undoubtedly lined up for me, I'll be lucky to get through just this one.

LN: But Mr. Davis, this is such a small book. And the reviews on it are simply fantastic. You musn't go home without it. I insist. (PROCEEDS TO CHARGE OUT ALL 3 BOOKS) There you are—

all set. (REACHES ACROSS THE DESK AND ACCIDENTALLY KNOCKS SEVERAL BOOKS TO THE FLOOR)

MD: (PICKING BOOKS UP OFF THE FLOOR AND GLANCING AT THE TITLES) Oh here's the one Mr. Johnson was so crazy about—Gibran's "The Prophet". (HANDS BOOKS TO LN)

LN: (EMPHATICALLY) Now there's something you must read. I refuse to let you go without it. (HASTILY STAMPS BOOK AND PUTS IT ON TOP 3 M.D. ALREADY HAS)

MD: (TRYING VERY HARD TO CONTROL HIS ANNOYANCE) Well I must hurry home. Give Mr. ——— my regards and remind him of the Usher's meeting next Wednesday. Good-bye. (MAKES A HURRIED EXIT, LEAVING LN. SMUGLY SMILING)

SCENE IV

STILL LATER CHARACTERS—Ln., New Recruit, 2 clients

SCENE OPENS WITH ENTHUSED YOUNG RECRUIT ENTERING TO "SIT IN" ON A TYPICAL MORNING AT THE PARISH LIBRARY. SENIOR LN. IS TO ORIENT Y.R. IN LIBRARIANSHIP BY HAVING HER OBSERVE. SR. LN. OFFERS POINTERS AT INTERVALS.

ENTER Y.R. Well here I am, Mrs. ——— ready and eager to learn.

LNS You're ten minutes late! One of the things you young people never seem to learn is that promptness is important. What if someone came in at 10 o'clock, when the library is supposed to be open, and you weren't here?

Y.R. I'm terribly sorry, Mrs. ——, but I just couldn't get out of the church parking lot any sooner.

LN: I realize that it is a problem, but couldn't you have gone to an earlier Mass?

Y.R. No. You see, we can't afford to have a baby sitter every time, so my husband went to the first Mass so I could get things going for dinner and still be able to make the 9:30.

LN: I see. Well, the first thing we must get settled is that when you are ready for regular duty you will have to be on time. Now—let's get down to business. At all times the library is to be left in order. Be sure the books returned have the right cards in their pockets and are filed carefully according to the author on the shelves. It's very provoking to be unable to locate a book because of someone's carelessness. Here, let me show you. (TAKES Y.R. OVER TO THE SHELVES AND POINTS OUT PLACEMENT ACCORDING TO FIRST THREE LETTERS OF AUTHOR'S LAST NAME AND THE NUMERICAL SUCCESSION. LEAVES YR. TO BROWSE AND TURNS TO ATTEND TO CLIENT, WHO HAS JUST ENTERED)

LN: (TO CLIENT) Good morning. May I help you?

CL: Yes, Mrs. ———. Do you have a copy of Phyllis McGinley's *Sixpence in Her Shoe?* I've tried to get it at the public library, but they have a waiting list a yard long.

LN: As a matter of fact, we do—but the book hasn't been processed yet. I just haven't had the time to finish it, and putting on the plastic cover is quite a job.

CL: Is it here? I'll put a jacket on it and take very good care of it—I promise.

LN: Oh dear no! Our library policy forbids circulating books that haven't been completely processed. If you don't mind waiting, I can probably get it ready for you.

Y.R. Mrs. ———, couldn't I do it for you? You know I did have a year's experience working in the library of our former parish. I helped cover some of their books, and it wasn't too hard.

LN: Indeed not! I saw the condition of those books the last time our deanery meeting was held there. Not nearly as carefully and neatly done as ours. Besides, these plastic covers are expensive, and I insist on having them done just right. Some day you can sit and watch me, and then maybe you can try one.

CL: Never mind, I'll wait for you to do it, Mrs. ———. If I don't take the book today, it may be weeks before I get another chance at it.

LN. PROCEEDS TO ENCASE BOOK IN PLASTIC COVER. CHARGES IT OUT AND HANDS IT TO CLIENT WHO TAKES IT AND LEAVES.

Y.R. What *can* I do, Mrs. ———? I feel so useless.

LN: Well, you are here to observe and learn. It takes time and patience. You could check the shelves to make sure the books are properly filed.

ENTER SECOND CLIENT

LN: Hello, Mrs. Peters. Did you enjoy those

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books I recommended to you last month?

CL: SLIGHTLY EMBARRASSED) Not really—I guess my tastes are not as refined as yours are, Mrs. ———. For one thing, Bishop Sheen is way over my head. May I look to see whether you have something lighter and easier to understand?

LN: (DISGRUNTLED) Yes, of course, Mrs. Peters. You'll find novels in that section.

Y.R. May I make a suggestion, Mrs. Peters? Jim read this book recently and he really enjoyed it. It's *Brendan* by Mary Wallace.

LN: (PIQUED) May I remind you, Janette, that you are not on regular duty yet. I appreciate your desire to help—but you have *much* to learn.

CL: (EXAMINING BOOK) Why this may be just the book I'm looking for. The blurb makes it sound terriffic. I'll take it, please—and thanks, Janette.

LN: (SNIFFS HER DISPLEASURE—REACHES FOR BOOK. CHARGES IT OUT AND HANDS IT TO CLIENT) I hope you like it.

CL. EXITS WITH A SMILE AND NOD. Y.R. TURNS TO LN. AND SPEAKS HESITANTLY) Mrs. ———, do forgive me—but I volunteered to help because Father said you badly needed people to staff the library. Yet everything I have offered to do you have refused to allow. It isn't as if I had never been in a library before. Surely after watching you for months I could be permitted to wait on the clients? In my opinion, you don't really want anyone to help you!

LN: Patience certainly is not one of your virtues, Janette. Can't you get it through your head that I founded this library, and I made it what it is today. I will not have all my hard work go to waste, just because you young people think you can run things efficiently without proper training. Either you do things my way, or you don't do them at all. When I think you are ready, I will let you do some of the simpler things, but you'll just have to wait.

Y.R. That's it, then. I'm going home where I belong, and you won't be bothered with me again.

* * *

JOIN A SECTION

BOOKS FOR YOUNG ADULTS

Editor
SISTER JO ANN MCCREEDY, C.D.P.
Our Lady of the Lake College
San Antonio, Texas

ASIMOV, ISAAC. *The Noble Gases.* New York, Basic Books, 1966. 171p. $4.50 66-13510

Dr. Asimov describes the noble gases—helium, neon, argon, krypton, xenon, and radon— what they are, how they were discovered, how it was learned that they could form compounds, and how they are used in science and industry. Highly recommended reference reading for high school chemistry students. S.R.R.

ASIMOV, ISAAC. *The Roman Empire.* Boston, Houghton Mifflin, 1967. 277p. $4.50 67-14700

A sequel to *The Roman Republic,* this volume covers the period from the establishment of the Empire of 27 B.C. to the fall of the Roman Empire in 476 A.D. Dr. Asimov selects each ruler of the Empire period and specifies his contribution to the welfare or the decay of the state. This method furnishes the young reader with a handy book of reference and is a stimulus to more advanced study. Genealogies and a chronology are appended. Recommended. S.M.A.H.

ASIMOV, ISAAC. *The Universe from Flat Earth to Quasar.* New York, Walker, 1966. 308p. $6.50 66-22515

A logical and lucid description of the step-by-step development of man's knowledge of the vast and expanding universe. Excellent black and white photographs and diagrams plus a list of suggested readings enhance this volume. Highly recommended for the young adult collection. S.R.R.

CADY, JOHN F. *Thailand, Burma, Laos, and Cambodia.* Englewood Cliffs, N.J., Prentice-Hall, 1966. 152p. $4.95 66-28105

A scholarly study of the formation and historical development of four southeastern Asian nations from pre-Christian times to the 1960 decade. Contains a list of suggested readings on the history and culture of these nations now in the stage of transition. Useful for advanced young adult readers only. S.M.A.H.

DECKER, WILLIAM. *To Be a Man.* Boston, Little, Brown, 1967. 239p. $5.95 67-23829

A quotation from *Wind, Sand and Stars* keynotes this book: "To be a man is, precisely, to be responsible." This is a "shoot-'em-up" cowboy story but a presentation of daily life realities which are, after all, the test of a man. Authentic description of bunkhouse living, of the rodeo, the rounding-up of wild horses, all make exciting absorbing reading for young adults and older. The code of the old West is shown here to be a vibrant living creed against which a *man* is measured. Recommended highly. S.J.M.B.

FARBER, EDUARD (ed.). *Milestones of Modern Chemistry.* New York, Basic Books, 1966. 237p. $5.95 66-23492

The young adult interested in chemistry will find this volume an excellent reference for the actual reports of such pioneers of modern nuclear chemistry and physics as Mendeleev, Ramsay, Ostwald, and Langmuir. Diagrams, charts, and an excellent bibliography complete this volume edited by a well-known historian of chemistry. Highly recommended. S.R.R.

HALLIDAY, F. E. *An Illustrated Cultural History of England.* New York, The Viking Press, 1967. 320p. $8.95

Designed as a companion to his earlier book, *A Concise History of England,* this beautiful volume covers the architecture, art, music, and literature of the English from prehistoric beginnings to the twentieth century. Like any book of this scope, this one presents an overview only and does not go into depth on any one of the topics. The book contains four magnificent color plates and 374 monochrome illustrations. A list of illustrations and an index add to the reference value of the book. Highly recommended. S.J.A.MC.

HUXLEY, ELSPETH. *Their Shining Eldorado: A Journey Through Australia.* New York, William Morrow, 1967. 408p. $6.95 67-16372

Gifted with a keen sense of observation and a facile style of writing, Mrs. Huxley has enriched the geography and travel section of school, public, and home libraries with a brilliant report of her Australian itinerary. Her on-the-spot observations of people, her impressions of the diverse flora and fauna, her vivid descriptions of the terrain, her insights into the various human communities, attitudes and customs are extensive and informed. A glossary of Australian terms and selected bibliography complete the volume. S.M.A.H.

KAHN, F. D., and PALMER, H. P. *Quasars.* Cambridge, Mass., Harvard University Press, 1967. 112p. $5.50

Written by two well-known astronomers, this brief but scholarly volume concisely describes the quasars. These quasi-stellar objects, relatively recent and exciting discoveries in astrophysics, have interesting radio and optical properties and may change some of our present theories of the structure of the universe. Recommended for those young adults who want more than a popular factual account. S.R.R.

KERRIGAN, EVANS E. *American Badges and Insignia.* New York, Viking, 1967. 286p. $6.95 67-13505

A comprehensive treatment of American official military insignia from their use in the Revolutionary War days to the present Vietnam conflict. Contains over 1100 illustrations. Highly recommended for the young adult reference collection. S.R.R.

KING, MARY LOUISE. *A History of Western Architecture.* New York, Henry Z. Walck, Inc., 1967. 224p. $7.50 66-18536

Presents a history of architecture specifically for young people, covering the development of architectural styles and structural techniques as shaped by their purpose, setting and period, and largely in non-technical language. Mrs. King has provided a helpful glossary and an excellent selection of photographs and diagrams illustrating this development, and her sympathy with the role of the architect is particularly valid.

She has been less successful in her goal of relating familiar U.S. buildings with their prototypes in history. It may be that her readers will "look around them with a fresh eye" after exposure to great world architecture, but will they notice that too often the *raison d'etre* of that particular form no longer exists or never existed in the U.S.; that great styles from other cultures lose far too much in translation; that even when transported stone by stone, they are inappropriate and even incongruous when taken thus out of context? Contains an index and glossary. D.S.

KNIGHT, DAMON (ed.). *Worlds to Come.* New York, Harper and Row, 1967. 337p. $4.43 AC 67-10130

These nine relatively long short stories are among the best in science fiction and represent such authors as Clarke, Bradbury, and Asimov, to mention but a few. The young adult science fiction fan will find these tales both prophetic and provocative. Recommended. S.R.R.

KRUMGOLD, JOSEPH. *Henry 3.* New York, Atheneum, 1967. 268p. $4.37 67-19001

Henry 3, who did not want to be called the Third because it made him sound like some character out of Shakespeare, was a gifted thirteen-year-old. His problem was keeping this a secret. But Fletcher Larkin, the town bully, knew Henry's I.Q. How Henry and Fletcher become friends, how the secret is kept, and how Henry discovers his own real worth make this a moving story that will appeal to younger teenage readers, particularly boys. Highly recommended. S.J.A.MC.

LEWIS, ROBERT. *Michel, Michel.* New York, Simon and Schuster, 1967. 737p. $7.50 67-20 799

Michel, a young Jewish boy whose parents have been victims of Hitler's persecution of the Jews in France, was rescued and cared for by Maman Rose and baptized a Catholic. When the boy's family tries to claim him at the end of the war, a struggle for the possession of the child ensues which involves not only Maman Rose and the family, but eventualy the Church and the State, pits cleric against anti-cleric and arouses bitter feelings of anti-Semitism. In the center of this storm is the child, Michel,

who is almost psychologically destroyed by the upheaval.

This is a dramatic and powerful novel, a story of gripping suspense which at times paints a dark picture of the Church, a Church involved in intrigue. S.R.R.

MANNIX, DANIEL. *The Fox and the Hound.* New York, Dutton, 1967. 251p. $4.95 67-20531

Winner of the 1967 Dutton Animal Book Award, *The Fox and the Hound* is a fast-moving account of a bloodhound in search of a particular fox, Tod, who was raised in captivity during his first year but who spent the remaining years roaming the woods and fields in the wildlife. This is an unusual book written by a man who is close to nature and who knows the ways of foxes. An interesting author's note defends any traces of anthropomorphism that the reader may detect. A memorable and delightful reading experience. Highly recommended. S.J.A.MC.

MILLER, ARTHUR. *Death of a Salesman; Text and Criticism.* Edited by Gerald Weales. New York, The Viking Press, 1967. 426p. $3.33 67-19919

The Viking Critical Library presents in one handy volume the text and criticism of Arthur Miller's play, *Death of a Salesman.* The scope of the criticisms and the prestige of critics make this ideal for the young adult collection. Particularly useful for high school libraries that may not have all periodicals from which criticisms have been taken. Contains a bibliography by and about Arthur Miller. S.G.J.

MODLIN, WILLIAM, ed. *The Brother in the Church.* Glen Rock, N.J., The Newman Press, 1967. 212p. $6.50 66-30458

Modern Brothers from several different religious communities have written critically about various aspects of the Brotherhood. These topics include: "Reflections on the Vocation," "Brother Formation," 'The Brother's Life of Worship," 'Psychological Reflections," "The Brother in Education," 'The Brother in Clerical Communities," and the "Brother in the Church."

Young men interested in the religious life and the role of Brothers in the Church today will find this collection of essays rewarding reading, and may find the book a help in making their decision whether or not to embrace this type of life. S.J.A.MC.

MORTIER, JEANNE, and AUBOUX MARIE-LOUIS. *The Teilhard de Chardin Album.* New York, Harper and Row, 1967. 223p. $12.95 67-11289

This magnificent volume of two hundred and forty photographs portrays every facet of Teilhard's life: the child, the seminarian, the soldier, the priest, the scientist. The writings, which are excerpts from Teilhard's letters, books, and diaries, are additional evidence of the warmth, sincerity, and depth of thought that the photographs portray. Highly recommended. S.R.R.

SMITH, JACOB GETLAR. *Watercolor Painting for the Beginner.* New York, Sterling, 1967. 96p. $3.95

Smith, a well-known watercolorist who has conducted effective courses in the medium for a number of years, offers here some basic art principles and helpful demonstrations of techniques. It is unfortunate that most of the examples of a medium in which color is all-important are reproduced in black-and-white (a cost limitation)—all subtle nuances are lost—and that he sometimes fails to make a vital point in his demonstrations of composition (as with the geometric forms on page 30: the eye is less concerned wtih the faint circular form in the background than with the strong triangular feeling of the figure group in the foreground, to which he does not refer at all). But the beginning and would-be watercolorist will glean considerable information and guidance from this reissue of a long-established title. D.S.

SNOW, C. P. *Variety of Men.* New York, Scribner's, 1967. 170p. $5.95 67-15212

Nine men—Rutherford, Hardy, Wells, Einstein, Lloyd George, Churchill, Frost, Hammarskjold, and Stalin—are portrayed in this volume. This is truly a "variety of men" whose backgrounds range from science to literature to government. C. P. Snow's portraits are witty, warm and filled with personal insight. Highly

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recommended for the young adult collection. S.R.R.

STEWART, MARY. *The Gabriel Hounds.* New York, M. S. Mill Co., Inc. (distributed by William Morrow & Co.), 1967. 320p. $5.95

When Chris Mansel met her second cousin, Charles Mansel, in a street called Straight in Damascus, they decided to enliven their stay by visiting their Great-Aunt Harriet, who lived in the tradition of Lady Hester Stanhope, eccentric with a flair for Arabian masculine attire.

Young adults of both sexes will enjoy the mystery and intrigue of this well-written story. It has special appeal today because of the Arab setting and the smuggling of hashish (pot). The intrigue of this story lies in the mystery surrounding Great-Aunt Harriet. S.J.A.MC.

VON BRAUN, WERNHER AND ORDWAY, FREDERICK III, *History of Rocketry and Space Travel.* New York, Thomas Y. Crowell, 1967. 244p. $14.95 66-22417

Presents an excellent history of space travel and rocketry from classical astronomy to the Gemini flights. Magnificent illustrations in the form of color photographs, graphic diagrams and original drawings by Harry H-K Lange enhance the highly interesting factual account. Strongly recommended for the young adult collection. S.R.R.

Reviews in this issue by Sister Jane Marie Barbour, C.D.P., Our Lady of the Lake College, San Antonio, Texas; Sister Mary Ange Hallinan, C.D.P., Our Lady of the Lake College, San Antonio, Texas; Sister Gloria Jacobia, C.D.P., Our Lady of the Lake College, San Antonio, Texas; Sister Jo Ann McCreedy, C.D.P., Our Lady of the Lake College, San Antonio, Texas; Sister Regina Richter, C.D.P., Our Lady of the Lake College, San Antonio, Texas; and Mrs. Dorothy Steinbomer, St. Mary's University, San Antonio, Texas.

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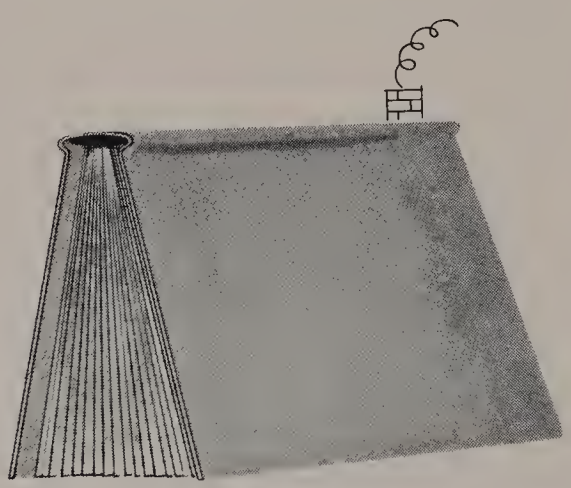

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RELIGION

FRASER, EDITH. *A Boy Hears Stories from the Old Testament.* New York, Abingdon Press, 1967. 96p. $3.25.

A mother tells Old Testament stories to her young children in a simple and informal way as she goes about her daily tasks. An excellent book for a teacher or librarian to use for story hours. The illustrations are by Jim Padgett.

HORIZON MAGAZINE. *The Holy Land in the Time of Jesus.* New York, American Heritage (distributed by Harper & Row Publishers) 1967 153 p. $4.79 net.

Norman Kotker tells the story of Jesus and his followers as they existed under the rule of mighty Rome. Like all the Horizon Caravel Books, this one is beautifully illustrated with pictorial helps taken from innumerable sources to which students would not otherwise have access. The list of further readings is most valuable for students seeking more information. Grades 7-10.

KOMROFF, MANUEL. *Heroes of the Bible.* New York, Golden Press, 1966. 130p.

Dramatic illustrations by Robert J. Lee are done in vigorous colors to bring to life many of the favorite hero stories of the Old Testament. These timeless episodes will delight the young child discovering the Bible for the first time. Excellent also for the parent to use for the story hour at home. S.M.P.

PURE AND APPLIED SCIENCE

EWEN, WILLIAM. *Days of the Steamboats.* New York, Parents' Magazine Press, 1967. 112p. $3.50.

As a social studies supplement this book would be useful in grades five to ten. Each steamboat is described in relation to the historical events which surrounded its construction. S.M.C.

FINE ARTS

LARDNER, REX. *Complete Beginner's Guide to Tennis.* New York, Doubleday & Company, 1967. 126 p. $3.50.

Here is an extremely useful book for experienced as well as beginning tennis players. Illustrations accompany the descriptions of different types of plays used in the game. S.M.C.

POETRY

BABBITT, NATALIE. *Dick Foote and the Shark.* New York, Farrar, Straus & Giroux, 1967. 26p. $3.50.

A nautical tale of a father and son who learn to appreciate each other's talents. S.M.C.

BIOGRAPHY

GARNET, EMMELINE. *Madame Prime Minister. The Story of Indira Gandhi.* New York, Farrar, Straus & Giroux, 1967. 144 p. $3.50.

At a time when one of the most highly populated countries of the world faced a crisis, a woman was chosen as the leader. Here is the life of Indira Gandhi as it prepared her for this new role. S.M.C.

HISTORY-GEOGRAPHY

FEAGLES, ANITA, ed. *He Who Saw Everything: the Epic of Gilgamesh.* New York, Scott, 1966. 64 p. $3.38 net.

This is one of the most exciting books produced in modern times, even though it deals with the ancient Babylonian Epic discovered only in the nineteenth century. The descriptive notes contributed by a Brandeis University specialist in Near Eastern Studies, enables students to understand and enjoy the adventures of Gilgamesh, a Sumerian King. This is a book which should be made available to all students studying these ancient civilizations—it is the kind of book which makes history live for young people instead of offering them "dry bones". Grades 6-12.

FINNEY, GERTRUDE E. *To Survive We Must Be Clever.* New York, McKay, 1966. 181 p. $4.25.

A book which boys will thoroughly enjoy

and one which should be available while students are engaged in learning of Alaska and the Aleutian Islands. An anthropologist supplied the author with scientific information. The customs of the Aleuts are made clear through the story of one youth—Kaa-ling-a. Grades 6-10. S.M.E.

GIDAL, SONIA. *My Village in Japan.* New York, Pantheon Books, 1966. 74 p. $3.95.

The libraries which have purchased the other titles in "My Village" series, will want to add this one to their collection. Information is given about the nation and its people, not only through a well-written text (however sparse it must be in a book this size) but also through the photographs and maps. A good glossary is quite helpful. Grades 4-7. S.M.E.

HAUGAARD, ERIK CHRISTIAN. *The Little Fishes.* Boston, Houghton Mifflin, 1967. 214 p. $3.50.

A book in which children will learn much of the plight of adults and children living in Italy during World War II. Recommended for curriculum enrichment while students are studying this period in History or in Geography. Young people need to develop empathy with their less fortunate fellowmen in all parts of the world.

S.M.E.

EASY

LEZRA, GIGGY. *The Cat, the Horse, and the Miracle.* New York, Atheneum, 1967. 114p. $3.59 net.

It is not often that a cat and horse join together for adventure but in this story they do and bring their mission to a successful conclusion. Readers will thoroughly enjoy the results brought to the villagers by the two animals who overcome all obstacles in following their unusual mission. Grades 3-5. S.M.E.

FICTION

BULL, ANGELA. *The Friend With a Secret.* New York, Holt Rinehart and Winston, 1967. 256 p. $3.59 net.

The story is one which will appeal to girls and will give them a wonderful insight into the customs which prevailed among people of the Victorian era. Lucy and Olivia have some strange adventures together, since the former claims that the grandmother with whom she lives is a true witch. There is suspense enough to keep even the "good guesser" reading until she reaches the last page. Grades 5-8.

S.M.E.

CLYMER, ELEANOR. *My Brother Stevie.* New York, Holt, Rinehart & Winston, 1967. $3.27 net.

A book that teachers and librarians will feel secure in recommending for bibliotherapy among children deprived of parental care. Stevie lives with a grandmother who means well but does not understand present day youth. His sister Annie tries to keep the boy from falling among delinquents, but it is due to a devoted teacher that the boy's life is kept from failure—and the courts. Grades 4-6.

S.M.E.

DAWSON, MARY. *Tecwyn, The Last of the Welsh Dragons.* New York, Parents' Magazine Press, 1967. 72 p. $3.50.

Tecwyn is a captivating hero as he proudly displays his fire-breathing ability in the interest of the villagers. Ingrid Fetz is the illustrator.

S.M.C.

ESTES, ELEANOR. *Miranda the Great.* New York, Harcourt, 1967. 80 p. $3.39 net.

When one reads of the devastation of Rome, by any of the invaders but especially during the time of the Gauls, he is inclined to think only of the plight of the humans, but here Eleanor Estes tells of the experiences of the cats who return to the coliseum under the leadership of Miranda and her daughter Punka. Edward Ardizzone's illustrations, as always, are delightfully entertaining and add greatly to the small child's comprehension of the story if an older person reads it to him while he "reads the pictures". S.M.E.

FLORY, JANE. *Mist on the mountain.* Boston, Houghton, Mifflin, 1966. 249p. $3.25.

This book continues the experiences which the Scoville family had after the death of the father, as told in *Peddler's Summer.* Here is a mother who lives her Christianity to the hilt, despite the criticism of the minister and the neighbors, especially in her treatment of the

unfortunate girl who becomes a mother outside of wedlock. This devoted Christian woman led a rich, full life with her daughters even though there were constant hardships and struggles. Grades 6-10. S.M.E.

HAUGAARD, KAY. *Myeko's Gift.* New York, Abelard-Schuman, 1966. 160p. $3.50.

The "gift of being different" is discovered and then cherished in this warm story of a Japanese girl's adjustment to life in America. Ages 9-12. S.M.C.

HENRY, MARGUERITE. *Mustang; Wild Spirit of the West.* New York, Rand McNally, 1966. 223p.

Here is another "horse" story—one with the history of the old West woven into it. In this tale, Marguerite Henry explains with accuracy and conviction the crusade waged by "Wild Horse Annie" to save the mustangs of Nevada from those who killed ruthlessly. All ages.

S.M.E.

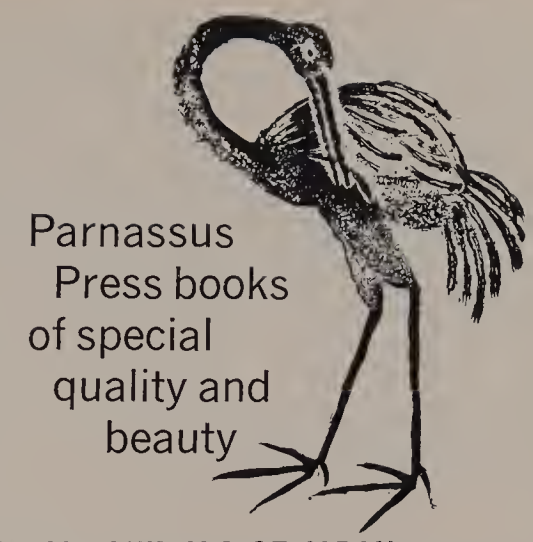
KONISGBURG, E. L. *Jennifer, Hecate, Macbeth, William McKinley, and Me, Elizabeth.* New York, Atheneum, 1967. 117 p. $3.41 net.

This is the type of book dealing with children of different races which is heartening to read. There is no emphasis on Jennifer's being a negress and Elizabeth being a white child. Their friendship is perfectly natural. Children from grades 4-6 will certainly enjoy the unusual theme—dealing with Elizabeth serving her apprenticeship in witchcraft under Jennifer. Good fantasy and—some reviewers may call it a strange tale but children will love it.

S.M.E.

O'DELL, SCOTT. *The King's Fifth.* Boston, Houghton, Mifflin, 1966. 264p. $3.95.

In strong, bold, and exciting terms, Scott O'Dell traces the hardships and privations suffered by brave men who thought to find the riches of the New World through their explorations. This story centers around one man, Esteban Sandoval, the map-maker. It is a story with a happy ending, for even though the young man must spend three years in prison for "withholding the King's Fifth," he has learned that things more important than gold await him upon his release. Grades 6-10. S.M.E.



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Superb, four-color woodblock illustrations enhance this collection of Japanese tales of mythical animals from the folklore and art of Japan. These stories of enchantment, mystery, humor about Badger, Kappa, Rabbit, Dragon, Crane, Mermaid, Fox and others are a fresh source for the storyteller.

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On Christmas Eve two children wonder if Santa will ever find them in their new home in the far west because there is no snow. Rain has turned the hillside green. On Christmas morning their dreams of Santa's visit have come true and the family delights in a Green Christmas. Full color paintings by the illustrator of *Theodore* an ALA Notable Book express the warmth and old-fashioned charm of this poetic story.

4–7, pre sch–2, $3.50 lib ed $3.63

BERKELEY Parnassus Press CALIFORNIA

PHIPSON, JOAN. *Cross Currents*. New York, Harcourt (first American ed.), 1967. 192p. $3.50.

The author of this and other books dealing with Australian background has a unique way of depicting her characters, especially in difficult situations in which they learn to accept responsibility. They gradually emerge as more mature people. This story will have special appeal to boys since Jim and his cousin Charlie are the main characters. Grades 5-9. S.M.E.

POLLAND, MADELEINE. *Deirdre*. New York, Doubleday & Company, 1967. 166 p. $3.50.

Dire predictions were made when Deirdre was born, but Conor the king disregarded them. What followed is a tale of love and adventure based on a Celtic legend. S.M.C.

REID, EUGENIE. *The Mystery of the Second Treasure*. New York, Lothrop, Lee & Shepard, 1967. 192p. $3.75.

A story that begins as an all-in-fun treasure hunt suddenly becomes a complicated mystery of "too many" buried treasures. A rousing good story for grades 6-10. S.M.P.

RONGEN, BJORN. *Anna of the Bears*. New York, Farrar, Straus & Giroux, 1967. 118 p. $3.25.

What happens when a hunter grazes a mother bear and then takes her cub? Anna finds out in an unexpected way and becomes involved in a problem which only her mother can solve. Illustrated by Jane Paton. S.M.C.

WIBBERLEY, LEONARD. *Encounter Near Venus*. New York, Farrar, Straus & Giroux, 1967. 214 p. $3.50.

Space-minded children will find plenty of stimulation in this adventure involving four children, their bachelor uncle, and hundreds of lumens. S.M.C.

The reviews in this issue were written by Sister Marie Colette, S.C., De Paul Institute, Castlegate Avenue, Pittsburgh, Pennsylvania and Sister Mary Etheldreda, R.S.M., Mount Aloysius Junior College, Cresson, Pennsylvania.

NEW AT YOUR BOOKSTORE

Editor
CATHERINE M. PILLEY
Guide to Catholic Literature
Haverford, Pennsylvania

Editor's Note
This column is to acquaint our readers with many of the new titles appearing on the book dealers' shelves. Our reviewing staff is limited by time to attempt reviews of all the titles we receive. This is regrettable because many new titles are worthy of your attention.

AGNES MARTHA, SISTER, S.C.H. *Nothing on Earth*. Milwaukee, Bruce Publishing Company, 1967. 148 p. $4.25 67-21494

The author, a Sister of Charity of St. Vincent de Paul, gives her interpretation of the mystery of a vocation and what it is like to be a nun.

BAIN, CHESTER A. *Vietnam: The Roots of Conflict*. Englewood Cliffs, Prentice-Hall, 1967. 184 p. $4.95 67-18701 (A Spectrum Book)

This is an examination of Vietnam's intricate past and an assessment of its complicated cultural heritage—a combination of Confucianism, Buddhism, Catholicism, and native spirit lore. The author is a former professor of East Asian Studies presently serving with the United States Information Agency.

BERGEVIN, PAUL. *A Philosophy for Adult Education*. New York, Seabury Press, 1967. 176 p. $4.95 67-13313

The author, Professor of Adult Education and Director of the Bureau of Studies in Adult Education, Indiana University, explores the need for adult education; describes the varieties of learning that comprise adult education and develops goals, structure and programming that lead to achievement of the goals.

BERTOCCI, PETER A. *Sex, Love, and the Person.*

New York, Sheed and Ward, 1967. 173 p. $3.95 67-21909

The author, Borden Parker Browne, Professor of Philosophy, Boston University, aims to bring to bear upon thinking about sex, love, and marriage, a conception of the person and of the values that give meaning to his existence. The book is an outgrowth of lectures delivered at DePauw University, February, 1965.

BLITZER, CHARLES. *Age of Kings.* New York, Time, Inc., 1967. 191 p. illus. $3.95 67-23412

This addition to Time-Life Books "Great Ages of Man" series, by Charles Blitzer and the Editors of Time-Life Books, presents, pictorially and textually, the 17th Century Europe, which began with dynastic and religious conflict and ended in rivalry between territorial states.

BOLIN, LUIS. *Spain: The Vital Years.* Foreword by Sir Arthur Bryant. Philadelphia, Lippincott, 1967. 396 p. illus. $6.95 67-24005

The author provides a detailed account of the years 1936-1939, and the Nationalist uprising against the Republic, as well as a vivid description of the historical and political background against which the Spanish Civil War was spawned.

BRADFORD, ERNLE DUSGATE SELBY. *The Sundered Cross; the Story of the Fourth Crusade.* Englewood Cliffs, Prentice-Hall, 1967. 231 p. $6.95 67-13966

The crusade which destroyed the last hope of a unified Christendom by the destruction of Constantinople is the theme of this book.

BRAUER, GEORGE C., JR. *The Young Emperors: Rome, A.D. 193-244.* New York, Thomas Y. Crowell, 1967. 241 p. $6.95 67-18524

Geta, Caracall, Elagabalus, Severus Alexander, and Gordian III, all were young Caesars who ruled Rome at the time of the decadence of the Empire and the rise of Christianity. A bibliography is included.

CARILLO DE ALBORNOZ, ANGEL F. *Religious Liberty.* New York, Sheed & Ward, 1967. 209 p. $5.00 67-21903

The author, head of the World Council of Churches Secretariat on Religious Liberty, discusses the strength and weakness of the Declaration on Religious Freedom of Vatican II, compares it with similar declarations by other Church bodies, and demonstrates the meaning of such documents for Christian ecumenism and the development of human unity. Bibliography.

CHRISMAN, MIRIAM USHER. *Strasbourg and the Reform; a Study in the Process.* New Haven, Yale University Press, 1967. 351 p. $8.75 67-13431

Covering the decade, 1523-1533, the author describes the nature of the Reformation as it occurred in the Imperial City of Strasbourg in Alsace-Lorraine.

CLETY, CHARLES WINCKELMANS DE, S.J. *The World of Persons.* New York, Sheed & Ward, 1967. 444 p. $8.50 67-21905

Foreword by Frederick G. Copleston, S.J. and a preface by Professor Jean Ladrière. The author draws on existential thought and traditional Eastern insights to develop a view of man as a person forged through community.

COLMAN, JOHN E., C.M. *The Master Teachers and the Art of Teaching.* New York, Pitman Publishing Corporation, 1967. 180 p. pa $2.45; $4.50 67-13417

The Reverend John E. Colman, C.M., of St. John's University, describes, evaluates, and defines present-day applications of eighteen different methods of teaching.

CONGAR, YVES MARIE JOSEPH, O.P., *Ecumenism and the Future of the Church.* Chicago, Priory Press, 1967. 181 p. $3.95 67-14012

A group of essays originally delivered as lectures, are gathered together to provide a perceptive study of confrontations between separated Christians down through the ages. There is a final essay on what Christianity and the Church can hope for in the future. The preface is by Jerald C. Brauer, Dean, The Divinity School, University of Chicago.

DAWSON, CHRISTOPHER HENRY. *The Formation of Christendom.* New York, Sheed & Ward,

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1967. 309 p. $600 66-22011

The formation of Christendom, from its origins in Judeo-Christian tradition through the rise and decline of the medieval unity, is discussed in this book which contains the first of three groups of lectures delivered at Harvard, 1958-1962.

DIRSCHERL, DENIS, S.J. (ed) *Speaking of God: Essays on Belief and Unbelief.* Milwaukee, Bruce, 1967. 158p. $4.75 67-24538

The contributors, James A. Mohler, S.J., J. Martin Posadas, S.J., David J. Stagaman, S.J., Martin E. Marty, Eugene Fontinell, Joseph Owens, C.SS.R., and the editor, demonstrate the vast gulf between the conceptualizations of traditional theology and those of modern man. The essays intensify the need for developing a basis for faith which is comprehensible to an urbanized and disoriented society.

DONOVAN, JOHN F., M.M. *The Pagoda and the Cross; the Life of Bishop Ford of Maryknoll.* New York, Charles Scribner's Sons, 1967. 223 p. illus. $5.95 67-17295

A biography of Bishop Francis Xavier Ford, M.M., and the story of the Maryknoll mission in China, by a priest who served in China with the Bishop for ten years.

DYER, RALPH J., S.M. *The New Religious; an Authentic Image.* Milwaukee, Bruce, 1967. 171 p. $4.50 67-25938

Relates traditional values of the religious life to the present Church "renewal" and provides guidelines for rebuilding a religious life in the context of the new, open Church. Includes an extensive bibliography.

ELIADE, MIRCEA (ed. and comp.) *From Primitives to Zen.* New York, Harper & Row, 1967 644 p. $8.00 66-20775

This is a thematic sourcebook of the history of religions. Included are essential documents from all the important religious traditions, excepting Judaism and Christianity. For easier comparison, the religions are studied first as to their relations to supernatural beings, the myths, forms of worship, eschatology, and relations of man to God. There is an extensive bibliography.

FARRER, AUSTIN. *Faith and Speculation.* New York, New York University Press, 1967. 175 p. $5.00 67-16975

This is an essay in Philosophical Theology containing the Deems Lectures delivered at New York University in 1964. It is a reflection on arguments for the existence of God. The author is the Warden of Keble College, Oxford.

FERRE, FREDERICK. *Basic Modern Philosophy of Religion.* New York, Charles Scribner's Sons, 1967. 465 p. $7.50 67-15490

The author, Chairman of Philosophy, Dickinson College, discusses common factors possible to all religions, theistic religion and the issue of intellectualy responsible belief in God, and the current developments within Christianity.

FORRESTER, MARY. *An Introduction to Great Artists.* New York, Barnes & Noble, 1967. 124 p. illus., plates $3.50

The author discusses fifteen of the great artists and their works. Giotto, Fra Angelico, Botticelli, Leonardo da Vinci, Dürer and Michelangelo are among the masters studied.

GRANT, W. PARKS. *Handbook of Music Terms.* Metucheon, N. J., Scarecrow Press, 1967. 476 p. $16.50 67-10187

This Handbook covers a wide range of popular and scholarly terms. The items treated are explained lucidly and in sufficient detail. There is a wealth of musical illustrations, specific musical references and cross references. This comprehensive volume should be of great value to student and classroom teacher alike.

HENNESSY, NANCY; WHITE, CAROL and LARK, JOAN. *Friendship; Teaching Units for the Religious Education of Adolescents.* New York, Herder and Herder, 1967. $1.95 (Student Workbook 95¢) 141 p. 67-17620

The three authors, under the direction of Pierre Babin, have prepared a teacher's manual and a student workbook on a topic that is of vital importance to both the adolescent and his teachers. The manual is complete. It includes readings needed for class and the activity sections will offer challenge and a definite scope for the imagination of both teacher and student.

HOLLAND, CECELIA. *Rakossy*. New York, Atheneum, 1967. 243 p. $5.75 67-13037

The author has chosen an obscure section of Hungary as the scene of her second historical novel. In 1525 a fiery Magyar noble attempts with a tiny garrison to stem the invasion, and fails. The author, however, does create sympathy for the often cruel, but brave Rakóssy.

HOOK, SIDNEY. *Religion in a Free Society*. Lincoln, University of Nebraska Press, 1967. 120 p. $4.00 67-11242

The author, head of the Department of Philosophy, New York University, distinguishes between private religious beliefs and the place of religion in a free society. He discusses recent decisions concerning prayer and Bible reading in the schools.

JEANNIERE, ABEL. *The Anthropology of Sex*. New York, Harper & Row, 1967. 188 p. $6.00 67-14941

A priest-philosopher presents a justification of the ideal of Christian love and marriage in terms of contemporary existentialist philosophy. This book is a translation of *Anthropoligie Sexuelle,* from the French, by Julie Kernan, and contains a foreword by Dan Sullivan. There is a bibliography.

JENKINS, DAVID E. *The Glory of Man*. New York, Charles Scribner's Sons, 1967. 117 p. $3.50 67-21343

The author, an Anglican theologian, Fellow and Chaplain, The Queen's College, Oxford, discusses the relationship of Christian belief to science; the significance of being a person; and the reality of God and His relationship to the world.

KINDREGAN, CHARLES P. *A Theology of Marriage; a Doctrinal, Moral and Legal Study*. Milwaukee, Bruce, 1967. 162 p. pa. $1.95 $4.50 67-26508

This book is an addition to the "Contemporary College Theology Series," which is edited jointly by J. Frank Devine, S.J., and Richard W. Rousseau, S.J. The author is married, and writes for laymen from a layman's point of view.

LAPIDE, PINCHAS E. *Three Popes and the Jews*. New York, Hawthorn Books, 1967. 384 p. $6.95 67-11768

A Canadian-born former Israeli diplomat chronicles the Papal-Judaic relations since the time of Christ with particular emphasis upon the change of Vatican policy from 1939 to Vatican II.

LEES-MILNE, JAMES. *Saint Peter's: The Story of Saint Peter's Basilica in Rome*. Boston, Little Brown, 1967. 336 p. bibliography. Prepublication $12.50.

The art and history of the Basilica of Saint Peter in Rome are presented by architectural historian Lees-Milne and photographer Mario Carrieri. The text is interesting and authoritative; the illustrations are both enlightening and beautiful. There are over forty color plates. Details in black and white are found on almost every page.

LOWEL, J. R. *The Irish Game;* a novel, Englewood Cliffs, N. J. Prentice-Hall, 1967. 156 p. $3.95 67-19948

A husband and wife writing team have concocted this amusing spoof on German spies and Irish patriots.

MCDONNELL, GRAHAM P., M. M. *Meaning of a Missioner*. Maryknoll, N. Y., Maryknoll Publications, 1967. 93 p. illus. $3.95 67-21013

Photographs by the author. The story of Father Robert J. Reiley, a Maryknoll missioner from Pottsville, Pa. A study of the meaning of a missioner's life at home or abroad.

MACKEY, JAMES P. *The Grace of God, the Response of Man; a Study in Basic Theology,* Albany, N. Y., Magi Books, Inc. 1966. 192 p. $3.95 67-21468

The author, Professor of Dogmatic Theology, St. John's College, Waterford, Ireland, emphasizes, in this study of Grace, Morality, Tradition and the Fall, that only the full re-establishment of the God-man relationship by God and by man in loyal cooperation with Him can once more bring unity and wholeness to human life.

MCGURN, BARRETT. *A Reporter Looks at*

American Catholicism. New York, Hawthorn Books, 1967. 256 p. $5.95 66-16345

The author probes the specific areas of change and demonstrates both the negative and positive effects these are having on all Catholics. This is an addition to the "Catholic Perspectives Series" which, under the general editorship of John J. Delaney, aims to explore and clarify key areas of change and renewal in the Church as a result of Vatican Council II.

MCLAUGHLIN, M. RAYMOND, SISTER, O.S.B. *Religious Education and the State: Democracy Finds a Way*. Washington, D.C., Catholic University of America Press, 1967. 439 p. pa $4.95 67-21368

Covering the United Kingdom, Canada, Australia, France, Ireland, Belgium, Italy, The German Federal Republic, Holland, and the United States, the author presents a discussion of the ways the religion-education issue has been handled by these Western nations.

MACQUARRIE, JOHN. *God-Talk: an Examination of the Language and Logic of Theology*. New York, Harper & Row, 1967. $6.00 67-14933

The author, Professor of Systematic Theology, Union Theological Seminary, explores the impact of theological discourse in our secular society.

MAY, WILLIAM F. *A Catalogue of Sins; a Contemporary Examination of Christian Conscience*. New York, Holt, Rinehart & Winston, 1967. 208 p. $4.95 66-13494

In this book the author, an ordained Presbyterian minister, professor and chairman of a new program in the study of religion at Indiana University, discusses the several sins rather than the sinfulness of man. Father Bernard Haring says: "It is a good contribution for the formation of a mature conscience. . . ."

MORK, WULSTAN, O.S.B. *The Biblical Meaning of Man*. Milwaukee, The Bruce Publishing Company. 1967. 168 p. $4.95 67-21898

In this addition to the "Impact Books Series," Dom Wulstan presents an in-depth study of the doctrine of man as revealed in the Scriptures. This biblical anthropology gives a basic idea of what it means to be a Christian, a man and a human person. A Biblical Index is included.

O'BRIEN, JOHN A. *Catching Up With the Church; Catholic Faith and Practice Today*. New York, Herder & Herder, 1967. 188 p. $4.50 67-18559

Preface by Richard Cardinal Cushing; Foreword by Louis Bouyer, C.OR. Father O'Brien presents a complete coverage of the theological renaissance resulting from Vatican II, and a summary of conciliar developments in Catholic faith and practice.

PARMITER, GEOFFREY DE C. *The King's Great Matter; a Study of Anglo-Papal Relations 1527-1534*. Barnes & Noble, 11967. 322 p. $11.00.

A study of Henry VIII's efforts to obtain a canonical annulment of his marriage to Catherine of Aragon, and of the complex anglo-papal negotiations and diplomatic activity of the period.

PAYNE, STANLEY G. *Franco's Spain*. New York, Thomas Y. Crowell, 1967. 142 p. illus. $4.95 67-14302

In addition to including a short biography of Generalissimo Franco, the book describes the effects of the Falange, the army, and the Church on the Spanish political climate since 1939, and weighs the influence today in Franco's cabinet of the semisecret Catholic lay order Opus Dei.

REGAN, RICHARD J., S.J. *Conflict and Consensus; Religious Freedom and the Second Vatican Council*. New York, Macmillan, 1967. 212 p. $5.95 67-19679

The author aims to present a historical record and an evaluation of the principal events surrounding the framing of the Declaration on Religious Freedom of Vatican II. Includes bibliographies.

RICHARDSON, HERBERT W. *Toward an American Theology*. New York, Harper & Row, 1967. 170 p. $3.95 67-14942

The author, a Presbyterian minister, and Assistant Professor of Theology, Harvard Divinity School, has written essays which, accord-

ing to Robert Richard, S.J., "challenge the key assumptions of the new radical theology . . . on the argument not that the radicals are too far out, but that they continue to be occupied with yesterday's issues rather than today's. . . ."

STEINER, GEORGE. *Language and Silence: Essays on Language, Literature and the Inhuman.* New York, Atheneum, 1967. 426 p. $10.00 67-14332

A book of essays by a teacher who states: "We come after. We know now that a man can read Goethe or Rilke in the evening, that he can play Bach and Schubert, and go to his day's work at Auschwitz in the morning." This book is a critique on modern criticism—an unusual treat.

SWIDLER, LEONARD J. (ed) *Ecumenism; the Spirit and Worship.* Duquesne University Press, 1967. 258p. $4.95 67-15784

This is a collection of essays chosen from the two ecumenical seminars and the symposium held at Duquesne University in conjunction with Pittsburgh Theological Seminary, 1963-1965.

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Presents the theological background of Vatican II and then focuses on the renovation of ecclesiology realized in the Council's Constitution on the Church with particular attention to the Church as Mystical Body and as People of God, the hierarchy, and the eschatological dimension of the Church.

WAGNER, HENRY RAUP. *The life and writings of Bartolme de las Casas.* Albuquerque, University of New Mexico Press, 1967. 310 p. $12.50 66-29983

By Henry Raup Wagner, with the collaboration of Helen Rand Parish. This is a biography of the Dominican Friar who worked for the better human treatment of conquered people: the Indians of Central America.

WELLS, JOEL. *Grim Fairy Tales for Adults: Parodies of the Literary Lions.* New York, Macmillan, 1967. 122 p. $3.95

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